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ABSTRACT

The National Commission on Libraries and Information Science held a Mountain Plains Regional Hearing in Denver, Colorado, on September 18, 1974. Witnesses gave testimony about university, state, public, medical, school, and Indian reservation libraries, as well as library education programs, networks, systems, cable television, and programs for continuing education. Witnesses came from the states of South Dakota, Utah, Nebraska, Nevada, Wyoming, Colorado, North Dakota, and Kansas. The oral testimony of scheduled witnesses, including the conversations between witnesses and commission members, is presented verbatim along with opening and closing remarks of the commission chairman. (LS)

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

MOUNTAIN PLAINS REGIONAL HEARING

September 18, 1974

Denver, Colorado

Volume Two; Oral Testimony

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IR001439

BEFORE THE

NATIONAL COMMISSION ON LIBRARIES

AND INFORMATION SCIENCE

MOUNTAIN PLAINS
REGIONAL HEARING

FEDERAL REPORTING SERVICE
DENVER, COLORADO

Education Room
Third Floor
Denver Museum of
Natural History
City Park
Denver, Colorado
September 18, 1974

COMMISSION MEMBERS PRESENT:

DANIEL W. CASEY

JULIA LI WU

ANDREW A AINES

RODERICK G. SWARTZ

ALPHONSE F. TREZZA

FREDERICK BURKHARDT

BESSIE BOEHM MOORE

LESLIE W. DUNLAP

JOHN LORENZ

LOUIS A. LERNER

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P R O C E E D I N G S

8:05 a.m.

CHAIRMAN BURKHARDT: I think we should get started.

Let me say a few words in introduction. We are looking forward to this meeting out here. We have already got some very good testimony that has been sent in that the Commission Members have read. We try to conduct these meetings in an informal way. Normally the best way to go about this is for the person not to read the paper that he or she sent in, but to give us a brief statement of either additional or some highlights, and then we turn the questioning over to the Members of the Commission. The Members of the Commission consist of people of various degrees of expertise and interest, and usually the person who has that expertise or interest leads off with the question, but not invariably.

We will go on continuously. The schedule is fixed so that people have about 15 minutes for their statement and questions. We try not to run over that.

In our experience, the audio-visual people have good sense of space, but not so good a sense of time, and I want to urge those with audio-visual presentations to be aware of the time limit stations that we are working under.

I want also to start off by introducing to you the man who is going to be the next Executive Director, Mr. Alphonse Trezza. He is not yet legal, because we have not

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gotten him through the Civil Service Commission red-tape, but we expect that to be done very soon and we are looking forward to his taking over the leadership of the Commission.

Let's begin and start with the first witness. I call Mr. Herschel Anderson. Mr. Anderson?

MR. ANDERSON: Yes. Do you want me to sit up here?

CHAIRMAN BURKHARDT: Yes, up here, and will you please see if that is working?

Thank you.

MR. ANDERSON: I would first, since I am first off like to welcome you all to the Mountain Plains.

MR. LORENZ: We will give you credit for the weather.

MR. ANDERSON: Our weather is almost always like this, a little dry.

I would like to start out by bringing to you some pertinent material that was sent to me concerning our Senior Senator from South Dakota's written testimony to you all. I will just read his final statements there, and it is sort of a challenge to you all and I pretty much am in agreement with him. Senator McGovern's statement states:

> "Public Law 91-345, the National Commission on Libraries and Information Science, is a promising vehicle for the renewal of our national library resources. During the coming years, I would recommend added funding for their studies combined with a generous financial response from the Congress on the recommendations you make.

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"Public Law 91-345 will help us accomplish our objectives if adequate funds are authorized and appropriated. I would therefore urge you to recommend to the Congress and the States several options on which they might jointly act. One option should include a summary and cost analysis of the optimum possible level of Federal assistance. A second program should also be recommended for the specified allocation of revenue sharing funds for library improvement. And a third program would represent a rock-bottom program for Federal aid to libraries.

"The work you have done thus far in identifying a comprehensive and sensible plan for libraries in America have been outstanding. On the basis of your work, I am hopeful that those of us in Congress will respond with resources that will provide our nation with the most advanced and accessible library network in the world."

Since you all I hope have read my own testimony, I won't go into any great detail. I hope you have?

CHAIRMAN BURKHARDT: I think you can assume that we have.

MR. ANDERSON: That word of Senator McGovern's, "accessible," is the basis of my testimony to you all. I didn't use the word in my testimony, but that is what my testimony comes to.

South Dakota is not a rich state. It is an agricultural state, and it is a state with people with an

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extremely high level of either education or background or general intelligence. The rigors of living in that part of America or in much of the plans here is such that we can only survive, only the strong manage to survive. So the strong that we have have intellectual demands that are much higher than you would expect from a rural population in most of America.

Our problem though is with the broad space between, not towns, but just between ranches or farms. It is such that we don't really have the base to provide a nice, pretty well stocked walk-in library within 25 miles of everybody's home, and we don't need it. But, what we do need for every-one of those citizens is access to library materials and information materials that are available within the country. We know we can't have a New York public library sitting in the middle of South Dakota, and we shouldn't even try. But, we do want to have some materials and resources of a New York public library or Harvard or Emory or Texas available to us, and that's what I mean by access.

I think I am ready for any of your questions.

CHAIRMAN BURKHARDT: You have read at least the summary of our national program?

MR. ANDERSON: I have.

CHAIRMAN BURKHARDT: Does that seem to be aimed at solving your problem?

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MR. ANDERSON: It seems to be aimed in that direction.

CHAIRMAN BURKHARDT: With your geographic problems and your tax base, the network in the broad sense is your only solution, isn't it?

MR. ANDERSON: Yes, it is. We have our own networks already established within the Region. They are weak, in fact, we have just hopefully -- the state libraries of the six states in the Region have just recently attempted to rescue, for instance, our Bibliographical Center here in Denver, and to keep it from going under because we are desperately needful of such a situation.

Although I have just had my budget hearing in my department yesterday and doubling of cost of the Geographical Center of South Dakota in one year is something that rather amazed me particularly when we are sending that money out of state, and we are a conservative state which means that sending money out of state is not as easy as you would like it to be.

CHAIRMAN BURKHARDT: I was interested in your point to have a direct Federal aid program to the local communities, as you said, I believe, would be a waste unless there were Federal standards of performance because otherwise the states would withdraw the money. Could you say a little more about that?

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MR. ANDERSON: To give you an example, I think all of you know that last June, a year ago, the Bureau of Libraries in Washington sent all the state libraries in the country a letter stating, "This is a close-out of our Library Services and Construction Act money, there won't be any more. Get in your quotas." That's what we were all faced with.

Up to that time, our states almost completely had said, "Federal money, we don't need to give you any state money, just enough to match it, and that's all." Most of us were living off of Federal funds, all of our state-wide programs. Now, that may be a weakness in state libraries, but it is also indicative of our states and their attitudes.

MS. MOORE: How old is your state library?

MR. ANDERSON: Since 1913.

CHAIRMAN BURKHARDT: What is happening with the revenue sharing?

MR. ANDERSON: Well, revenue sharing in the state, looking at the reports from the libraries in the state, revenue sharing has been spent, for instance, to build a new library, to put a new roof on, put in a new furnace, but very rarely is it spent for operations. I will be building a new state highway building with a million, nine-hundred thousand dollars of state revenue sharing. But, most revenue sharing not only in South Dakota but in other

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states seems to have gone into the support of public education, if it goes into anything at all that is operational, and not capital expenditure.

CHAIRMAN BURKHARDT: Any questions?

MR. DUNLAP: I would like to press this one point about standards too. I have a feeling that unless we have some conception of fill rate at each level in the hierarchy, we are not going to perform the job that we want done. If every small public library in South Dakota applies to you for a book, and you can't supply it, you simply go to the Rocky Mountain Bibliographical Center, but each level in the hierarchy, it seems to me that there has to be a fill rate standard. Have you thought about this as a state?

MR. ANDERSON: There should be. I agree with you, that's what I stated in my testimony. You must give standards to us. In other words, you have to give the state the incentive to spend its own funds, or local government. In the State of South Dakota where two-thirds of the population of the state probably should not have a walk-in library just because what they can't afford is almost a waste of taxpayer's money. In other words, your standards have got to encompass a state of South Dakota compared to the State of North Carolina where there is a town every 10-thousand people, every 20 miles. We only have 10 towns with 10-thousand people in the whole State of South Dakota.

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MR. DUNLAP: Don't you have a figure from your own experience that you think to be a reasonable figure for South Dakota?

MR. ANDERSON: No, I don't have a figure, but I do think that whatever standard is set nationally must take cognizance of the fact that a state like South Dakota must meet a certain standard in whatever way it means to in-state. For instance, our state library in South Dakota is our major public library, and it is not any bigger than the public library in Moline, Illinois.

MR. TREZZA: Do you have a large collection in one of the universities?

MR. ANDERSON: Our universities have a reasonably good collection, but we don't have a major university collection. I think you can ask that question of Mr. Carmack who comes later on this morning. His is the best collection in the state, but we do have seven state-supported colleges and universities, and none of them would have anything that would be called a stellar collection of library materials. I think generally speaking they are very generally adequate for their curriculum.

MR. TREZZA: A general figure for number of states on fill at the state level seems to run as low as 50, as high as 65 per cent. It seems to be a reasonable budget. You might check sometime to see how you measure up.

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MR. ANDERSON: It would be interesting to do so.

MR. LERNER: In your ultimate paragraph you say something which is really very interesting. I would like to read it to you, and have you comment on it a little further.

> "We do not need any further Federal categorical participation within our states. I know this statement goes against the wishes of the majority of my profession but I have a feeling that those librarians wishing Federal grants are loathe to request, justify, and fight for adequate local or state funding; Federal funding is much easier for them."

That is certainly not what we have heard from most people, and I would like you to comment on that?

MR. ANDERSON: It is my own personal observation librarians, educators, or anybody seeking Federal funds, quite often the funds are available from the local level and from the state level. But, selling it to the local county commission or city commission, selling it to the state legislature on the part of a local librarian or state librarian, or even school librarian selling it to a school superintendent who doesn't know what the library is, these are much more difficult than having some giant organization like the American Library Association sell the Federal Government on funds and all these funds come down, you don't really have to justify it.

MR. LERNER: But, in fact, how can you justify it when you don't have the tax base, and I know there is a lot

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of testimony that we have yet to get to today, you don't have the tax base to build on a local level or even a state level this kind of service for people? So, you must, I would assume, need some outside input. I don't think that one necessarily goes with the other. If you have a geographically remote people in Utah with a figure like 60 per cent of the tax base is in one county or something like 48 per cent, how does everybody else get service, no matter how hard they fight?

MR. ANDERSON: That's where your states must make their own argument internally. I think the tax base in South Dakota as an example can support up to this level before we pass it or out of state with our own tax funds. The main thing we need somebody on the Federal level to make something very attractive as a network is concerned available to us and make it so that we cannot stay out of it, but we must bring ourselves up by our own boot-straps to reach that level.

CHAIRMAN BURKHARDT: Do you have a realistic chance of getting the tax base changed?

MR. ANDERSON: Our State of South Dakota, for instance, the major tax is property tax. The income tax has been presented to the legislature again and again and again.

MS. MOORE: You have no income tax?

MR. ANDERSON: No, we have no income tax.

MS. MOORE: Do you have a sales tax?

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MR. ANDERSON: We have a sales tax. These are internal problems that deal with politics of the state which a national commission must take into account before it makes the national standards.

CHAIRMAN BURKHARDT: The argument we hear most of all I suppose is a descriptive statement of what is happening as far as revenue sharing is concerned, and what it boils down to is that if there is no categorical aid, libraries will have to fight for a limited amount of funds which have very urgent priorities in other areas such as sanitation, sewer, police, security, and all of that against which libraries as things now stand have little chance, and although the library community may well be organized, it still has to compete with these much more immediate social needs. Now, I think your point is a logical argument, but the fact is that with a realistic situation, we know that libraries tend to get short shrift, and until such time this situation might be changed, the Federal input ought to be included in the categorical aid.

MR. ANDERSON: Mine is a challenge to the library profession which is basically a weak profession. We apologize when we ask for money. No-one wants to ask for money and stand up in front of them and say, "I'm awfully sorry to ask you for another thousand dollars to run our library with." This is traditional with libraries. Wherever a library has

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taken itself up by the boot-straps to explain what it is doing and explain rationally what it is doing, explain why it wants that money, and point out to the Government officials what would happen if they don't get that money, those libraries always seem to do very well. But, our profession, that is not necessarily traditional within our profession.

MR. TREZZA: You really think that if tomorrow they cut out the categorical aid to South Dakota, that you in the state library as well as the public library could get along without Federal aid?

MR. ANDERSON: Every state in this Region picked up all the library programs when it was announced there was no more LSCA except Wyoming, and Wyoming didn't have the legislation.

MR. TREZZA: Did they take their money back when they got the Federal funds?

MR. ANDERSON: Yes, they did. That is traditional.

MS. MOORE: Continuous?

MR. ANDERSON: That was continuous.

MR. TREZZA: They didn't pick it up?

MR. ANDERSON: They were willing to pick it up. Mine in South Dakota has guaranteed me a state fund, a level of service, but they still put that contingency in there. And, that's part of what I am talking about, as long as that categorical money is coming in, the state won't pick it up.

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But, if there was not one cent of categorical aid coming into South Dakota this year, the state government would pick up every cent of it.

MR. TREZZA: The tragedy is that you would be better off. You see, the theory of categorical aid is that it is not instead of, it's in addition to, and that is your state's problem, and to suggest that all the states should suffer because South Dakota doesn't see the philosophy, I think is unfortunate.

MR. ANDERSON: You need that perspective along with the rest of the states you have gotten. I suppose that most of the states in this Region follow that same pattern, and I think nationally they do in many cases.

MR. TREZZA: In many cases, but not all.

MR. ANDERSON: I am saying that we won't take categorical aid and spend it because we will. We will spend it wisely and well.

MR. TREZZA: In other words, you have categorical aid which says that you cannot have it unless you have a certain minimum?

MR. ANDERSON: That's the standards I am talking about.

MR. TREZZA: That is pretty strongly in there. So now you got categorical aid as much as you are having a standard which requires a base before you can have it.

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That is what you are saying?

MR. ANDERSON: Yes.

MR. TREZZA: That is a little bit different?

MR. ANDERSON: Yes, that is a little bit different.

MS. WU: You mentioned that most of revenue sharing money have gone into the public education. I wonder if you have any idea if any public school libraries have been benefited by the revenue sharing?

MR. ANDERSON: No, as my testimony commented, the North-Central Association has never had very strong library elements in its regulations to the presentation of schools. It's very foreign to me because I come from the southeastern part of the country where for years we have had. The general school administrator rarely even knows that he needs a library. Nobody has said, "All right, you have got to have a library before you can get accredited." In many cases, many school superintendents don't worry about accrediting a school. Consequently, I would say that it is much more attractive to put your money into band uniforms and football uniforms or something that stands out very attractive. Not very short shrift, generally speaking. That is something that we have to face within our own state, in general forcing the requirement of libraries on our state schools.

We also have to do it within our own accrediting association of school libraries.

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CHAIRMAN BURKHARDT: Time for one more question.

MS. MOORE: I would like to ask one. I have noticed you mentioned in your testimony that you think the Indians need, that you are unable to provide the special services that the Indians need. What services would you say that the Indians need that you cannot provide?

MR. ANDERSON: The building of a library on the reservation. Right now, for instance, the state library treats the Indian reservation -- see, the reservations in South Dakota even unincorporated or unorganized counties, the Indian population uses us considerably. We treat them as any other citizen of South Dakota.

MS. MOORE: You do give them service if requested?

MR. ANDERSON: Right. There is need on the reservation for collection of Indian historical materials, Indian artifacts, and what have you, and these are things that the Indian population not only in our state but other states come to the state library and say, "Can't you use LSCA to build us this new museum on Standing Rock Indian Reservation jointly in the State of South Dakota. You have got the money, so why can't you do it? The first priority is to treat the disadvantaged." Many of our states, we have this strange level of citizenship that the old Indian maintains that we can't directly deal with.

Our Governor of South Dakota just recently had to

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wire President Ford and say to President Ford, "The level of law enforcement on the reservations has deteriorated seriously. Will you do something, because we in South Dakota cannot do something?" We only have the right to drive our cars across the reservation.

CHAIRMAN BURKHARDT: Thank you. Mr. Anderson.

MR. ANDERSON: Thank you for talking with me.

CHAIRMAN BURKHARDT: You have come a long way, and we appreciate it. We also would like to thank you for conveying Senator McGovern's testimony. We badly need friends in Congress, as you can imagine. His help is much appreciated.

Thank you.

Next, we will hear from a group representing WICHE. Who will lead off?

MS. DUGGAN: Doctor Bunnel will lead off.

CHAIRMAN BURKHARDT: Doctor Bunnel, will you introduce yourself?

DR. BUNNEL: Mr. Chairman and Members of the Commission. I am Kevin Bunnel, and I am Associate Director of the Western Interstate Commission of Higher Education. There will be three of us talking to you this morning, and our idea is to give you a whole presentation, and after we are all through, I think if it is all right with you we will entertain questions.

Our message is to describe WICHE as a working proof

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of the viability of multi-state arrangements for resource sharing. WICHE is an interstate compact. It is a compact among the 13 western states. It is all the states north and south of here and west including Alaska and Hawaii. There are 39 Commissioners, three from each state appointed by the Governors of the states. Each state appropriates dollars to eight-thousand a year for the basic support of our programs. But, our total budget is on the order of $6-billion a year which means we are attracting from outside the West, particularly from Federal sources significant amounts of money to do the things that the West needs to have done. What this means also is that WICHE is a place where Federal and State and private dollars mostly from private foundations are mixed to get work done.

We have a staff of about 170 in Boulder, Colorado, where our headquarters is. Our programs cover a wide variety of activities and concerns related to higher education. Major thrusts concerning the following: (1) Exchange of students across state lines so that if a student lacks a certain type of educational opportunity in his home state, he can hope to get it in another state.

We are also involved in the development of management information systems for colleges and universities.

We are responsible for putting together software for such systems.

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We have also a major concern for the improvement of health care, particularly by means of improving education for the health professions and particularly continuing education for professionals.

We also are concerned with improving the quality of undergraduate education by fostering invocations in non-traditional approaches to education. Our experience in regional education over the last 20 years convinces us and it convinces me that our work is built around the same kinds of assumptions that were used by the NCLIS in writing their preliminary report. For example, we believe that educational resources are regional, and it isn't very hard to reach beyond the educational resources and think about information resources. In fact, it is hard to know where the line should be drawn.

CHAIRMAN BURKHARDT: You used the term "regional" in multi-state"?

DR. BUNNEL: That is right, and when we talk about regional, we are talking about the 13 western states not any other subregional such as the Federal sub-regions.

Second, we feel that we must set as our goal maximum access to the existing resources whether you are talking about education or information; and third, we believe that the new technologies will be a primary tool in achieving the ideals of access that I mentioned before; and four, we know that legislative support for the programs that we want to do

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and indeed for the very existence of the organization potential that we have developed over the years, pretty good ways of maintaining legislative liaison.

One WICHE program especially exemplifies the application of these four assumptions that I have listed, and that is the WICHE Western Council on Continuing Education and Library Resources Program.

The Council is (1) a consortium of state libraries in the West, (2) it has common goals. It reflects the common goals of the state libraries in the West, particularly (a) continuing education for library personnel, and (b) library information resource sharing. The funding for the Council, the WICHE Library Council, reflects the decision of the state libraries to back up the rhetoric of interstate or multi-state cooperation.

The next speaker is Joe Anderson, who is the current Chairman of the WICHE Western Council on continuing education and library resources, and not incidentally State Librarian of the State of Nevada.

MR. ANDERSON: Doctor Burkhardt, Commissioners: I speak to you as Chairman of the Western Council on Continuing Education and Library Resources. As one of currently seven state libraries, which states are Alaska, Arizona, California, Montana, Nevada, Washington, and Wyoming, these states and the state librarians are committed to the resolution

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problems of resource sharing and networking confronting us, and as one working with others to accomplish results not possible to achieve alone under the umbrella of an existing multi-state resource, the Western Interstate Commission for Higher Education.

In my perspective the whole is greater than the sum of the parts demonstrated by the work of the Western Council functioning together over the last five to seven years to provide cost beneficial services not otherwise possible.

The Western Council presents these concerns which should be considered by the National Commission. All the states should be viewed as the building blocks for the national program. There must be national legislation that includes the utility of interstate and multi-state compacts as legal and competent entities for participation in resource sharing and networking. There must be improved ability and capability to apply Federal and State funds to resource sharing and networking endeavors. There must be participative planning, development and implementation at Federal and State levels, multi-state levels and state and local levels based on user needs. Establishment and adherence to national standards, especially in the technological areas, for example, ALA standards for library functions at the state level. To insure the utility of the electronic and other rapid

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communication techniques to a program delivering library and informational services including continuing education in the field. The Copyright Law must be realistically updated to protect the rights of all concerned. To insure that proposed national programs be jointly planned, developed, and implemented according to the politics of resource sharing, not Federal or State bureaucratic politics or Congressional politics.

The Preamble to the Charter of the Western Council of WICHE, as the Western Council on Continuing Education and Library Resources' Program contains the commitment of the members, the state library agencies, to the concept of interstate resource sharing. On July 28, 1974, the Western Council carried further its commitment to resource sharing by endorsing in principle the National Commission Program for Library and Information Service.

I wish to insert for the record, Mr. Chairman, copies of these two documents which I will hand to you after I conclude my remarks -- copy of the Charter and a copy of the resolution endorsing the proposal of the National Commission.

The Western Council on Continuing Education and Library Resources, WICHE, offers its service to the National Commission on Libraries and Information Science to accelerate the early implementation of the national program. In fact,

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the Western Council welcomes the opportunity to serve as a demonstration model.

In conclusion, as a state librarian dealing every day with the problems of building the information resources within our state, organizing them for access and use within the state where almost every transaction goes many miles, I recognize the essential need to be able to share resources across state lines.

Now, it is my privilege to present to you, Mr. Chairman and Commissioners, Ms. Maryann Duggan, Director at WICHE for the Continuing Education and Library Resources Program for which the Western Council cooperative serves as its base.

Thank you.

MS. DUGGAN: Chairman Burkhardt and Commissioners: During the past seven years, I have had the opportunity to work in the arena of inter-library cooperation and interstate network. Within the WICHE structure, I am the staff person concerned with development of appropriate multi-state activities which will enhance the sharing of library resources in the West.

May I share with you for just a moment a very personal concern. I was born in Littlefield, Texas. It was a town at that time with a population of 12-hundred pioneering citizens trying to survive and raise families in the area

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wind-swept plains in the Texas Panhandle. The nearest town of any size was 60 miles down a dusty road. We had no radio, no telephone, and only a one-room schoolhouse, and no library of any type. The Western Mountain Plains States have hundreds of small isolated communities just like Littlefield, Texas. It's only through programs such as inter-library cooperation and networking that the citizens of these communities will be able to realize full potential to equal access to information, literature, and the vast library education and resources of this country. So, as you deliberate today about the Mountain Plains Region, may I urge you to keep in mind the isolation of the area, the vast geographic distances between the population centers of the area, and the need for equal access for all citizens in this area.

The WICHE library program referred to by Doctor Bunnel and Mr. Anderson is an effort to develop access systems for the citizens of this area employing the resources within the area. Our spirits in this program today indicates the following specific concerns, may I call your attention to.

Most of the states in the area do not have the resources to achieve optimal levels of library services independently. Thus, the need to work across state lines in an interstate organization.

Secondly, current funding patterns at the Federal level give only token recognition to any state or multi-state

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programs.

Thirdly, the technology of bibliographic networking available. The organizational structures are evolving for interstate networks. In the absence of a early national program, I am fearful that we will have departmentalization and fragmentation in a series of networks that will not be able to interchange and communicate and interface. Thus, the early adoption of the national standards of bibliographic records is essential to a successful national network program. Certainly the Library of Congress Mark Format offers many advantages as the national network of standards.

Four, networking is expensive and the Mountain Plains States' major expense will be telecommunication cost required to interconnect communities with the resources, and one system from which I have actual experience, 72 per cent of the cost of the network is line cost, and yet I know for a fact that existing telecommunication technology which is now available is not being used in some of the existing networks, and the cost could be reduced under this plan. The matter of telecommunication policy and systems deserves consideration.

And last, as you evolve a national plan, may I urge that you consider existing unique resources west of the Mississippi River. In the 13 WICHE states, we have three established bibliographic centers containing approximately

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18-million records and providing over 100-thousand service units annually in this Region. These unique data bases should be considered in a national program and not completely ignored.

And of course, gentlemen and ladies, may I urge that you work with mark speed before it is too late.

I am pleased to introduce Dr. Geuder, a WICHE Commissioner and member of the faculty of the University of Nevada.

CHAIRMAN BURKHARDT: Dr. Geuder, before you start, I have been asked to announce that if anyone here has a yellow Plymouth with Colorado license plates, your lights are on.

DR. GEUDER: Chairman Burkhardt and Members of the Commission: I speak as one of the three WICHE Commissioners from Nevada and one of the 39 persons selected and legally appointed by the Governors of the 13 western states. These 39 persons bring to the multi-state and legally structured entity of WICHE the varying higher educational needs of their individual states, and they seek the interstate agency of WICHE both traditional and non-traditional solutions. They always seek cooperative solutions to their needs.

The role of the Commissioners in terms of a multistate library resource sharing network is partite: One, to

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interpret roles; two, to translate needs; three, to monitor the process of organization and orderly development of resources; four, to assess the results; five, to provide grass roots legislative support by informing, influencing, and conditioning legislators of the cost beneficial services to be derived not only from the continued funding for libraries, but also for increased funding for substantial support of a multi-state library resource sharing network.

May I stress the WICHE Commissioners' knowledge and approval of the demonstrated success and efficiency of the WICHE student exchange program, and the national center for higher education management systems in terms of longevity, level of funding, and expansion of programs as previously mentioned by Dr. Bunnel. Most especially, may I stress the Commissioners' strong support of a concept of a multi-state library resource sharing network.

I would like to thank you for all four of us for this opportunity to present our testimony.

CHAIRMAN BURKHARDT: Now, you have taken up considerably more than your alloted 15 minutes, but it has been most interesting, and I will therefore limit the questioning to three questions, one on each of the major topics.

Mr. Casey?

MR. CASEY: Ms. Duggan, in your testimony you testified to a very important point. You say that, "Special

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effort is made to assist library trustees," and since we have trustees who are responsible for library services in every community, would you please amplify just briefly in terms of some of the specifics that you do? You talked about learning the facts and so forth. Do you hold workshops or trustees? Do you bring them to one central state? If they don't take these courses, are they taken off the Board? I know the time is short, but can you address to that just a little bit more?

MS. DUGGAN: We have theories of activities on a state base working with the state libraries to help us plan and develop training programs for trustees. There is no relationship between this and their being on the Board. We have had a newsletter designed for trustees. We are going to have to discontinue it as of January 1st because there is inadequate funding for support of the newsletter.

MR. CASEY: You haven't provided workshops?

MS. DUGGAN: There have been several workshops, yes.

MR. DUNLAP: I have a question for information. I am puzzled about why the WICHE Council on Continuing Education should be made up of state libraries. Where are the college and university libraries?

MS. DUGGAN: I cannot answer that. Dr. Bunnel, do you know the history of that?

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MR. DUNLAP: I don't mind state libraries being under this organization. I am surprised they are. But, the title implies higher education and the state libraries are interested in lots of other things.

DR. BUNNEL: I think the answer is a pragmatic one. We were approached by the state library at the State of Wyoming initially, and after the state librarian there got some of the colleagues together and said, "We need to have a study done about one major problem we have to deal with all the time and that is how do we provide continuing education for our library personnel." They said, "Will WICHE help us if we put our money altogether to find out what those needs are and then mount a program to meet the needs?" So, that was where the thrust came from. We are completely open to the idea of involvement of academic libraries.

CHAIRMAN BURKHARDT: The participating libraries are seven in number?

MS. DUGGAN: Seven in number, yes, sir.

CHAIRMAN BURKHARDT: Aiming at getting all 13?

MS. DUGGAN: That's our objective.

CHAIRMAN BURKHARDT: One other question.

MR. LORENZ: Have there been any studies within WICHE as to what the logical information networks would be?

MS. DUGGAN: At 8:30 a.m. in the morning, we are convening a day and a half Western Network Study and Planning

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Conference in which 47 people from 17 states have been invited including university librarians.

MR. LORENZ: This is tomorrow morning?

MS. DUGGAN: Tomorrow morning at 8:30, and we hope out of this study and planning conference there will be developed a consensus of goals and directions for the orderly development of networks.

MR. LORENZ: Would you keep this Commission informed on your deliberations and any conclusions you come to? It is very pertinent to further work.

MRS. DUGGAN: Yes.

CHAIRMAN BURKHARDT: Thank you Maryann.

We should have a five-minute recess to give our secretary a chance to rest her fingers.

(Whereupon, a short recess was taken.)

CHAIRMAN BURKHARDT: Let's reconvene, ladies and gentlemen.

Next witness is Mr. Bob Carmack. Mr. Carmack, would you lead off with whatever remarks you would like to make.

MR. CARMACK: I am appreciative of this opportunity. I think if there is one thing that is to emerge from these hearings it would be a theme related to cohesiveness and the problems of geography, continuing to find solutions to the problems of the states and somewhat of the socioeconomic

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factors that contribute to the problems.

CHAIRMAN BURKHARDT: Mr. Carmack, for the benefit of the audience, would you tell them who you are and what you represent?

MR. CARMACK: I am Bob Carmack, Director of Libraries in South Dakota at Vermillion.

I know that the problem of space and lack of cohesiveness is a problem for all libraries, and speaking to it generally from an academic point of view, it does present problems to us in terms of providing the back-up resources that are essential to us to meet the needs of our faculty, students, and researchers.

South Dakota, somewhat overcommitted to higher education, does not fund academic libraries at a level necessary to really provide library services that are necessary. Thus for us participation in regional networks or national networks is absolutely essential. We feel in our particular case in the academic libraries in South Dakota, a particular pull in terms of relationships and the lack of identifying center.

As I mentioned in the testimony, most of the population of the State of South Dakota resides along the eastern border. This is somewhat true of the academic institutions as well. So the direction we turn for assistance and for help, the pull, the give and take in this particular

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situation does present us some problems in that we do feel some loyalties to the West, but we also see the great number of resources that are available to us in the other direction. This, coupled with the lack of funding and the lack of an identifying network for us to participate in, presents some problems to us.

I think in our case and in libraries in general, the need for incentive money at all levels to enact programs to supplement existing programs to do exploration, research, and development is something that is a very key need and something I see the national commission network perhaps providing for us, and also supporting in getting somewhat categorical aid for the development, research, and the supplementation of existing programs.

Coupled with this and a particular need which has been emphasized and will probably get more emphasis is the continuing education factor. I think in my testimony I pointed out the finds of Dr. John Eastlick on the levels of people working in libraries, educational levels, the experience, the fact that his feelings as most of us, are that it is out of date in terms of what is going on in libraries, and the real need for programming and continuing education. It was my privilege to serve as the chair person for the Mountain Plains Library Association Task Force Master Plan, and this was the key element of our master

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plan presentation to the Executive Board, is the need for continuing education programs.

I would also just like in my closing remarks to add to Mr. Anderson's remarks about the problems of library services to the American Indian. In South Dakota that is an acute problem. That is a situation that is unique in itself, and those people really are suffering. They for all intents and purposes have no library services, even the basic ones. This is something that really needs to be addressed to.

CHAIRMAN BURKHARDT: Ms. Moore?

MS. MOORE: Do you know whether or not there are any school libraries in the Indian schools on the reservations?

MR. CARMACK: I really can't answer that.

CHAIRMAN BURKHARDT: We will be hearing testimony later from a number of people in regard to that.

MR. CARMACK: I would be surprised if there were. It would be minimal.

MS. MOORE: I am noticing in your testimony, you mentioned that the Western Interstate Commission for Higher Education and its Continuing Education Program for Library Personnel, is this connected in any way with WICHE?

MR. CARMACK: I am referring to the WICHE program.

MS. MOORE: That is the WICHE program?

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MR. CARMACK: Yes.

MS. MOORE: That's what I was trying to get straight in my mind.

CHAIRMAN BURKHARDT: I have two questions. One, to what extent would your university library be accessible or available to other people in the state other than students and the faculty?

MR. CARMACK: The University of South Dakota library, being state supported, is available to all citizens of the state. We serve as a back-up to the state library. Anyone who is a citizen of South Dakota can use the resources.

CHAIRMAN BURKHARDT: What per cent of your youth would you say is non-academic?

MR. CARMACK: I have something like 5-hundred non-university borrowers' cards in active circulation right now. Two years ago I think 80 per cent of the inter-library loan requests I requested came from within the State of South Dakota. We have a geographic problem too, in that the university sits in the southeastern tip of the state and they are about 15 miles from the Iowa border. I can stand on the bluff and look across the river and see Nebraska. So, we get some input from both states in terms of the use of the library. As far as an exact figure, I cannot define that.

CHAIRMAN BURKHARDT: What about out-of-region resources? In developing a regional network, a multi-state

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network, would you think that the resources outside of the Region would play a major part in providing you with materials needed, or do you think internally it would be best and cheapest to develop your intraregional --

MR. CARMACK: We don't have resources really to develop a strong intrastate regional network. We have to rely on outside agencies. This is somewhat of our problem. If I can give you an example. The state library pays the access fee and transactions' fee for all libraries in South Dakota to the Rocky Mountain Bibliographic Center for research. So, we feel some loyalties to use the resources that are there in the Bibliographic Center. However, we have access within a three- to four-hundred mile radius to some 20-million volumes going the other direction using Minnesota and the Twin Cities as a base. So, for the libraries, active libraries and the two major libraries, the university library and the state library being on the eastern border of the state, the pull to go to Minneapolis rather than coming Denver which in the whole state in this MPLA region doesn't provide those kinds of resources, and it presents us some problems. That's why I say the national network building from there to the region and giving us the access is a very key thing for us.

CHAIRMAN BURKHARDT: This would affect the question you asked before, wouldn't it, fill hierarchy?

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MR. DUNLAP: Yes, but I didn't want to press the same question because it is in your testimony. You mentioned the need for national standards and the states have to conform to them. Yet, you backed away from establishing or indicating what those standards should be. We have to find out what different recognized standard operating procedure is satisfactory. I don't think any national program can simply pose this. I don't think any of us would like it. Have you thought about this?

MR. CARMACK: I am not talking so much in terms, and correct me if I misunderstood the thrust of your question. I am not talking about a minimal level of holdings or resources. I am more, this is an important aspect of it. I am more interested that we get uniform standards so in terms of bibliographic control, the whole process of what can be provided from network acquisitions, locations, catalog products, if necessary, as well as a back-up to our existing resources. So, I guess to answer your question directly, I am not really giving any consideration, what I consider as minimum standards.

MR. LORENZ: Is that what you mean when you say, "Establish uniform standards of bibliographic control?"

MR. CARMACK: Yes.

MR. LORENZ: You feel this can be through the Federal level?

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MR. CARMACK: I think the maximum program provides great promise for doing this, and if there is a uniformity to those standards, I think it would be very helpful in that one particular aspect.

MR. LORENZ: How about minimal financial standards from institutional or state or local levels for Federal assistance?

MR. CARMACK: I don't know, it all depends, the financial levels I think are going to vary so much from state to state in terms of the support that is given to higher education, and in this particular case libraries, since we are terribly underfunded for library services in the state-supported institutions in South Dakota. The Board of Regents are trying to support seven state institutions and the libraries just aren't funded, and I don't know whether it would be appropriate to try to establish a minimum financial level.

MR. TREZZA: I am just curious, what is the size of the collection at the two universities in South Dakota?

MR. CARMACK: At the university, including the law and the sciences library, we have about 360-thousand volumes and the state university at Brookings must have about that or somewhere close to 400-thousand.

MR. TREZZA: How big a student body do you have?

MR. CARMACK: About six-thousand students at the

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state university at Brookings, and we have about five-thousand at the other.

MR. TREZZA: You tend to look east rather than look west, and I am sure you are more involved in the WICHE consortium, rather than trying to work on a consortium in that area which is not off the ground yet but talking about it?

MR. CARMACK: It is a matter of loyalties, and again in the case of the Bibliographic Center, the state library pays our access to that resource, plus South Dakota is a member of the Mountain Plains Library Association and they are now in the process of doing some study. So, we feel this certain loyalty.

I have been representing South Dakota on the Advisory Committee of the Upper Midwest Regional Network which is now in the process of being studied. We keep the options open, but it does present some problems.

CHAIRMAN BURKHARDT: The use of wire could be a factor in that?

MR. CARMACK: Oh yes, that's a definite factor, the communications and the transmission, certain costs are fantastic.

MS. MOORE: I have one final question. I was interested in your statement having to do with the attitude of librarians toward a different service, and I noticed you

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referred to attitude adjustment. I have always thought about that as something different, but I would like to know what your --

MR. CARMACK: Well, I think librarians need to have their attitudes adjusted to the fact that technology is not the threat that some of them think it is. I think the adjustment to the fact that it is and can be helpful and has great potential for library service.

MS. MOORE: This is a question that can be addressed by WICHE.

MR. CARMACK: I think in a continuing educational process that can be resolved.

CHAIRMAN BURKHARDT: Thank you.

MR. CARMACK: Thank you, I appreciate the opportunity.

CHAIRMAN BURKHARDT: Mr. Russell Davis, State Librarian of Utah. Mr. Davis?

MR. DAVIS: Could I suggest to the Members of the Commission that are at the head table would like to sit over here at the side.

CHAIRMAN BURKHARDT: Would you tell us what you are going to do? Mr. Davis and Mr. Rademacher and Mr. Hanson are all together, right?

MR. DAVIS: Right, and I will make a brief visual presentation of the problem, and then all three of us will

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answer questions.

I am Russell Davis, State Librarian of the State of Utah. I am presenting it in this manner because it is a problem that visually helps very much in realizing a special problem that Utah has.

Traditionally, in the United States, public library service has primarily been supported by local property tax assessments and levies. School library service, part of the public school system in Utah like most states also is primarily supported by local property tax levies along with state funds, and in many cases like Utah a good portion of the state funds also come from local property tax levies and assessments. University and college library service generally are supported by state funds but in Utah part of these funds also come from property tax levies and assessments along with income tax and sales tax and other sources of funds.

Now, this would appear that a sparsely populated state like Utah where we have 12 people per square mile it would be a decided advantage because you would have a lot of area to levy tax on. Thus, a lot of income to support a few people. However, this is not the case because in Utah only 20 per cent of the land area here represented by the yellow coloring is in the private sector. The farm land on the right-hand side of the road is private land and taxed.

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The nonprofit land on the left-hand side of the road is owned by the other sources. Thus, not available to be taxed.

MR. LORENZ: Mostly Federal?

MR. DAVIS: There is your next answer. The Federal Government in Utah owns 71 per cent of the land area in Utah represented by the blue shading.

The gray-shaded area are national forests generally the mountainous areas of the state.

The white area on this map is public domain administered by the Bureau of Land Management. Much of it is grazing and desert land.

The pink-shaded area that doesn't show up very well are national parks and national monuments here represented by Zion National Park and Arches National Park.

The yellow-shaded area are Indian reservations here represented in the parking area. The Indian home is to the right but like most of our reservations have lonely and desolate areas.

The brown-shaded area are military reservations and bases and just over this hill is the entrance to Dugway Proving Ground which they wouldn't let me take a picture of so I stayed on this side of the hill and took a picture of the road that goes to Dugway Proving Ground. I didn't want to happen to me what happened to those sheep, as you recall. This area gained notoriety a few years ago when the sheep

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died from the experiments with nerve gas.

Eight per cent of the land area in Utah is owned by the State of Utah, mostly in state parks.

Here is a view of Deadhorse Point State Park and a view looking west of Deadhorse Point State Park.

Between one or two per cent, it is hard to figure accurately, is owned by nonprofit organizations such as churches, private schools, and so forth. Now, this 71 per cent owned by the Federal Government, which is of course the single largest landowner in the state.

As you see here, the desert areas which, if it was in the private sector, wouldn't be of much value on the property tax roles. However, Utah is the third of all the states with the amount of land owned by the Federal Government. Alaska is 96 per cent owned by the Federal Government, and Nevada is 88 per cent, and Utah 71 per cent. Of those three states, however, Utah is Number One in land value owned by the Federal Government in our National Forests and other areas. In one county alone if the Federal Government would pay tax like the private sector, their income for local government services would increase 450 per cent.

Now, recognize the fact that in Utah most of the population is in the Salt Lake City area, along the Wasatch Front, and the majority of our library service is there. But, this also compounds the problem for the people in the

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other areas of the state who still demand and use and want quality library service and recognize they need the same quality, but it is very difficult to provide it. To get to the isolated communities mixed in among the Federal lands, to travel long distances where there is no population to get to these isolated communities, over mountain passes, through rugged country, over many times difficult roads. We always breath a sigh of relief when we make this one because there's always a reminder at the bottom of the road. A tractor was carrying a bulldozer, rolled over the side here because it couldn't make the turn right where I'm taking the picture from.

Until two years ago this was the only access to the community at Hanksville in the central part of the State of Utah. The bridge rating was nine tons and the Bookmobile weighed 12 tons.

We feel with these problems, the Federal Government does have a role to play in providing adequate library service, and with that help we think that the desert could be made to blossom as the rose.

CHAIRMAN BURKHARDT: I think you have made everybody want to go to some of those national parks.

MR. DAVIS: I knew time was limited. I had several carousels just full of scenery that I could have brought, but I didn't think I had better. Some of those facts and figures

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are on there. I have a summary sheet prepared for the Commission.

MR. LERNER: That certainly proved the use of an audio-visual presentation because I had read 70 per cent of the land being Federal, and when I saw all that blue, then I knew.

MR. DAVIS: Maybe I should correct that. The statistical abstract says 66 per cent, the Bureau of Economics at the University of Utah says 71. So I used the University of Utah figure.

CHAIRMAN BURKHARDT: Now, Dr. Davis, how are you going to do the rest of your presentation?

MR. DAVIS: Any questions all three will field them and maybe I will direct who should answer which one or they can say which one is prepared to answer.

CHAIRMAN BURKHARDT: Will you introduce your other members?

MR. DAVIS: Mr. Rademacher, next to me, is the Public Librarian, Salt Lake City Public Librarian, and Mr. Hanson is the Librarian at the University of Utah.

CHAIRMAN BURKHARDT: Now are there any questions from the Commission?

MR. LORENZ: I would like to ask Russell, do you use other means to get books to people in remote areas other than the Bookmobile?

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MR. DAVIS: The mail service there still plays a part in Utah even as difficult as it may look. There are places where the Bookmobile can't go, but the Postal Service seems to always get through. We have one Bookmobile stop that the patrons will drive 60 miles to get to the Bookmobile stop. Now, with the new recreation area, Lake Powell, the Bookmobile stops on one side of Lake Powell and they radio across to the other side of Lake Powell and about 12 families come across in motor boats to get to the Bookmobile. But, we use the mail service and Bookmobile for outlying areas that have them. Now, all of the areas still do not have Bookmobile service. They are small public libraries and school libraries. The one picture with the children and the Bookmobile was the school at Hanksville. It is a very, very small school library.

One of the questions asked earlier about the school library service on the reservation, most of the schools on the reservation in the areas in Utah do have school libraries, but they are quite inadequate.

MR. LORENZ: How about bibliographic access for the people in remote areas? Do you do anything with mailing catalogs?

MR. DAVIS: We have the state's WATS line which is available to all of them to go through a local library, either through a Bookmobile, through the public library,

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school library, all librarians in the state have access to a free WATS line where they may call in. They don't have any immediate tools available to them. They have to call into the state library, to the reference librarian who does the bibliographic work for them.

MR. LERNER: Your costs of serving geographic remote citizens must be light years more than serving people in more densely populated communities. What is the relative cost of service to geographically remote areas rather than in a more centralized situation?

MR. DAVIS: We don't have figures on that, because they vary so much. Maybe a comparison because of cost, some of the areas on the borderline of Utah across these remote areas we can only afford to send the Bookmobile once a month to these areas.

I should point out that Nevada, Idaho, and Colorado on our borders where they happen to go closer to the border than we do contract with us to provide service across state lines to these remote areas. But, it varies so much. I maybe can give you an example. On the west side at Wendover and Garrison, it is an all-day drive for a Bookmobile to get to one or two isolated communities of maybe one-hundred people.

MR. TREZZA: Have you experimented with books by mail?

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MR. DAVIS: We use the books by mail. We haven't used the catalog, we use the telephone. Basically we say we can provide anything that we have available in the state, but the hard part is for them to know what is available.

MR. TREZZA: That's what I am thinking, if they used the catalog. There were a number of experiments in three or four states on it, and it appears that that is probably best for remote areas as opposed to congested areas where the Bookmobile is more expensive. Where in the remote area it might be the opposite. You may well just borrow some of these catalogs and try it.

MR. DAVIS: Except in books by mail your catalog is still a very limited catalog of active materials. You can't near give them a printed catalog equal to the University of Utah card catalog.

MR. TREZZA: Still more than they have got.

MR. DAVIS: Yes.

MS. MOORE: I wonder if someone is going to tell us about ATS-6 communication satellite? I was very much interested in reading the summary given on Page 2 of Mr. Hanson's testimony, and this sounded as if it has great possibilities. Would you expand on that?

MR. HANSON: About all I can say, what you read is about as much as I know about it. I haven't been involved with it myself directly, but I see great potential for the

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communication satellite such as for transmitting bibliographic information back and forth.

MS. MOORE: One other question I wanted to ask, and that is, I presume you didn't take the Bookmobile across the bridge? How did you get it over there?

MR. DAVIS: For 15 years the Bookmobile went across that bridge regardless. I only rode with him once. I usually got out and walked behind, but for 15 years, yes, the Bookmobile had to go across that bridge.

MS. WU: You said school libraries provide service to the general public?

MR. DAVIS: No.

MS. WU: So the school libraries are only open to the students and the faculty in the remote area?

MR. DAVIS: There are some of the individual school libraries. We have more of a problem in Utah of the public library service assisting the school library service rather than the school providing for the public. In these remote areas generally they only have elementary schools. The students who go to high school have to be boarded out to larger communities. They can't go to high school in their own community. We have one community of Tabiona, believe or not, they had the smallest high school graduating class in the United States one year, three students. You can imagine that high school library doesn't have much to offer adults.

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MR. LERNER: I would direct this question to Mr. Rademacher. Your concern seems to be substantially with the support of libraries on a tax base and Utah has, as we have heard before, obviously the property and state sales tax and income tax as many states have. You are really concerned I could see from your written testimony about where, in fact, libraries go from here in terms of the maximum amount coming out of the property tax base. What will happen in Utah when this maximum taxation is reached which is not going to be very long from now, because there's going to be a homeowners' revolution one of these days? How is this going to affect you and what are some of the alternatives that we have to think about when this revolution takes place?

MR. RADEMACHER: You have asked a question which I feel is almost impossible at this point to answer. It is a question that even the Governor of the state is concerned with now. Not only in relation to libraries, he has stated that the property tax appears to be an inadequate tax in the State of Utah and something will have to be done. Whether it is income tax, more of an income tax, more of an added value tax, which type of tax would produce the most, well at the same time would be most equitable, I don't know the answer. You are right though, going back to libraries, many libraries are at the maximum. We and about five other

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libraries are now at the maximum of 3 mills. We are going to the state legislature to have that maximum increased. If we reached that point in the revolution, we will find out this fall.

MR. LERNER: What are your prospects in the state legislature for, in fact, increasing that?

MR. RADEMACHER: I think they are good. I don't think we are weak. I think we are going to be able to get through the legislature.

MR. LORENZ: In terms of public library support, about how much is local, state, and Federal in terms of percentages? Do you have a rough --

MR. DAVIS: In total expenditures?

MR. LORENZ: Yes.

MR. DAVIS: Local expenditures about $2-million, state spends $800-thousand, and Federal we have been getting about, well between three hundred fifty, four hundred thousand dollars.

MS. MOORE: Does this $850-thousand include the support of your state agencies? Do you have to give any support at all to the local libraries?

MR. DAVIS: All of the funds to the state agency are spent by the state agency in services for the state. Traditionally we do not have a state library in the State of Utah. All we have is the extension agency and all of these

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$800-thousand are spent out in the state to provide services.

MS. MOORE: How large a service do you have in the state?

MR. DAVIS: Well, the Bookmobile that you saw we operate for the small remote counties. We operate 15 Bookmobiles, and you take that staff, and we have clerical and professional staff of 30, and at the main office we have about 30. That provides centralized processing for any library in the state that wants it and the reference network and the library service for the blind and physically handicapped.

MS. MOORE: I communicate with you quite well because we have got about the same sort of situation you have. You don't have any state aid, per se, to local libraries?

MR. DAVIS: No, it is all aid and service.

CHAIRMAN BURKHARDT: Thank you.

I have been told that -- you know, we have set aside an hour-and-a-half between 12 noon and 1:30 for any members of the public who want to sign up, and I understand that nobdy has yet signed up. Now, we are not very frightening, and if any of you here would like to testify and say something to us, it is very important to us to hear from members of the public in general as well as the professional librarians. So I would encourage you to take advantage of

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this opportunity to tell us what your opinion and what your problems are as library users. So, please do sign up and take advantage of the time.

The next speaker is Mrs. Jane T. Geske.

MR. TREZZA: Is this a slide presentation?

MRS. GESKE: Yes, sir.

CHAIRMAN BURKHARDT: Could we have it quiet, please. Mrs. Geske is about to start.

MRS. GESKE: I have a few remarks that I would like to make before the slide tape presentation.

The long-range user program, a goal for member libraries, is to provide total individual library service for each Nebraskan. As Director of the Nebraska Library Commission I join my staff in asking, one, can we do this? Are we able to through support and coordinated efforts achieve this goal; and, two, are we and where are we in terms of a five-year plan?

Our presentation is in three parts. First, a slide tape using Commission slides featuring the Governor and posing questions for interviewees for twenty minutes. It can be cut if need be. Second, a cassette album that we will give the Commission which contains the slide track, which contains unedited interviews of the above, unedited interviews of the remaining participants not included because of time, and unedited interviews at the State Fair in Lincoln.

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Now, this is for your files, as I have said.

In addition, in the album, there are comments on the library picture at the Commission level. There is a report on the status of the five-year plan by the Deputy Director and an assessment by the Associate Director of the library development and NLC organization chart. These, as I said, are enclosed and will go to you.

The slide tape is going to be run by Nancy Lederspan, who is our public information specialist at the Commission and who conducted the interviews. Appearing with us during the day and these people may ask for some time this noon is Ron Norman from the Kearney Public Library who is the incoming president of the Nebraska Library Association, and Bertha Calloway of Omaha, who is on the Metropolitan Advisory Council.

As time permits, I would like your questions for future use or at any time in the future as you look through the material.

(Whereupon, a slide tape presentation was presented.)

CHAIRMAN BURKHARDT: Thank you. Perhaps we will take a few minutes to ask some questions. Are there any questions from the Commission Members? Mr. Casey?

MR. CASEY: I realize this is an if type question, but as you know there is legislation in Congress to ask the President to call a White House Conference on libraries, and one of the dates was 1976 or possibly 1977.

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MRS. GESKE: Yes, 1977.

MR. CASEY: Now, is it your anticipation to hold your Governor's conference in 1975 in order to be ahead of the '76 one in Washington?

MRS. GESKE: We had plans of having it in 1975, but in going through some of the interviews in the cassette album here, we have discovered certain things that when we asked the questions we sort of thought certain things were coming out, and some others did that we were quite pleased to have. So, it might be better to do the hearings first and then the Governors' conference in 1976. We had planned this. The Nebraska Library Association asked the Governor last fall to appear at the convention and he indicated then that he would support a full-scale Governors' conference. So, this is just a matter of moving it one year, because in looking at Governors' conferences, I have not been satisfied that they are doing what they should be doing. It seems to me that they are aiming at libraries, and what we are talking about here really is library services. This is what we are hoping to gain through these hearings, and I think to gain, not only the Nebraska Library Association, but the Educational Media Association, the Educational Service Unit Association, and a number of different organizations to assist with the hearings so that we can get a good report back.

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CHAIRMAN BURKHARDT: Is your Governor sympathetic with these movements toward equalizing the tax base and getting a different tax base that would make for equity, I should say?

MRS. GESKE: Yes, I think so. He has been more conservative on this than our legislature. Now, my comments in here will show from '73 to '74, to '74 to'75 our budget went up 285 per cent and we gained local aid for the first time to libraries and for support for our regional development. He has, I think, been a little reluctant to push that past. He is a conservative Governor, but he has realized I think, and I think he is a little more flexible than his advisors. So that he has gone with us every step of the way.

CHAIRMAN BURKHARDT: Are you on a mill base levy?

MRS. GESKE: We now are on a sales income tax base, not property tax at all. Only at the local level, and there is a 3 mill limit at the local level.

MR. LORENZ: Do you remember if the state grants have local requirements?

MRS. GESKE: Yes, they do, John. We have just revised the Nebraska standards in 1974, and we are asking every -- I think we have 519 communities and 430 of them are under a thousand. So to us a very small library it is very important if it will do its job. We give them the opportunity

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to call the regional headquarters with a collect call every day. We are saying that if it is a town under 250 they have to be open six hours and responsive to their community. They have to have a telephone. They have to have a certain level of support.

This first year we are being a little lenient, and they have to cooperate in the networks, come to workshops, and share resources in every possible way.

MR. LORENZ: How have you defined level of support?

MRS. GESKE: At this point we are saying 3 mills is the final limit, but we are asking this first year for 2 mills. Since this is very difficult, no two communities are going to be alike, we are saying that every state application is going to be different. We are saying this year we are going to see how this support level is running. Is it running $3.50, $4.00? We don't know. This first year, we are sort of finding out. This year we figure we are sort of identifying. If a public library can be called a public library, we are going to find out this year.

Next year we are going to certify libraries, and then we hope by the third year that rather than do it on the local basis, do it on a regional level. I think they would be ready for that by then.

MS. MOORE: Do you have a legal base for certification?

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MRS. GESKE: This is something that probably we will simply do from the standpoint of the library commission recognizing it as a certified public library.

MS. MOORE: What kind of budget do you have for state aid?

MRS. GESKE: We have a very small one this year. Two hundred thousand dollars is all we have. They gave us in addition $97-thousand for regional developments which is taking care of our contracts with the regional libraries. You see, we have 15 TWX's in regional libraries and in the university, Lincoln, University of Nebraska, Omaha, and one state college. And so they are taking care of the regional contracts.

MS. MOORE: Did your legislature give you a contingency appropriation? If Federal funds came, you had to use the Federal funds?

MRS. GESKE: We stressed that they kept saying, "You are going to get Federal money, we know you are going to get Federal money." We said, "The Federal money has to go for those items in our state plan. We cannot use Federal money to continue the state program. We have continued this too long." If you remember Joe Smith who was in the Republican Convention about 1956 and nominated himself for President, this is our State Senator Terry Carpenter. We went to him with a different proposal on something and he

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said, "What are you doing about state aid?" And he got on the floor of the legislature and introduced this and got it through, four to nothing. So, we feel we have a good base now.

CHAIRMAN BURKHARDT: How is revenue sharing working for libraries?

MRS. GESKE: We have had some good use of revenue sharing. Libraries continue to find out about it regardless of what we do to keep them constantly reminded of it. We have had some good examples, but not enough.

MR. LORENZ: Are you a member of the Bibliographic Center and WICHE?

MRS. GESKE: Yes, and no, WICHE has not been included in our state as far as we know thus far. The Bibliographic Center, we have been a supporting member for a long, long time, and we do use this a great deal. One question that was asked of some of the states on use of the university. Now we consider the university a last resort, and when we look at our statistics for locations, we find that only 3.6 per cent go to the universities because they are a last resort. Our two big locations, libraries, are the two metropolitan libraries, Lincoln City and Omaha, and the University of Nebraska at Omaha. So, this year we are asking the libraries to give us quarterly reports on the use of this service and probably in another year we will

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name Lincoln and Omaha as resource centers rather than network centers, and pay them appropriately for the things they are supplying above and beyond. All of the rest of our communities, there is a great deal of give and take, but with those two an awful lot of it is give.

CHAIRMAN BURKHARDT: What are you doing about continuing education? That seems to be a perennial thing in all of the testimony we have had.

MRS. GESKE: We are trying to do something. We are interested in what WICHE is doing in this respect. We have been pushing the Nebraska Library Association to do more in connection with continuing education for professionals.

Now, at the local level, what we are doing, when the '72 -- '73 Federal funds were released, a top priority from each network Advisory Council was workshops. So, we funded workshops for everyone in those six networks, and they are doing three or four workshops in each of these networks, and if they have to take different locations -- we have just been out to a couple in our Mary Sandos Network, it is the largest one that we are doing way up in O'Neill, Broken Bow, and McCook, and we are repeating all four workshops in those three areas. We have been just talking with them on statistics, budgeting, and state aid applications.

CHAIRMAN BURKHARDT: I didn't want to ask another question, I was about to terminate this. One more question,

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right?

MS. MOORE: I wanted to ask you a question and it probably deals with philosophy. Nebraska has more school districts than any other state of the union?

MRS. GESKE: They are beginning to drop back slowly.

MS. MOORE: There has been almost a total lack of interest in any kind of centralized government planning or cooperation in the State of Nebraska, and I am just wondering if that attitude of isolation and fear or lack or unwillingness to accept something like school consolidation, has that kind of philosophy interferred with your organizing?

MRS. GESKE: No, it hasn't. In my comments I do say that one of the places that I think we are weakest is in coordination with school libraries. The new Commissioner of the State Department of Education, Ann Campbell, I talked with yesterday, and we recognize this jointly. There was some misunderstanding with the Governor's statement on our role. The State Department of Education felt we were going to take them over. This is not the case. We are interested in the cooperation of library service for every individual in the State of Nebraska regardless of his age, whether they are in school, whatever. So, I think we have been able to get this point across now, and I think we have got a permissive atmosphere, and we can do this.

One of the things that is helping schools in our

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state are the educational service units which are multi-county units which supplement teaching where it is needed, counseling, films, media, and so forth. This has been a great help, and I think it will be a help to us.

CHAIRMAN BURKHARDT: Thank you, and if you will leave your supplementary testimony behind, we will be sure to give it our attention.

MR. LORENZ: Could I ask Mary Duggan about WICHE and Nebraska?

MS. DUGGAN: Yes, the interstate compact which was signed 20 years ago does not include North Dakota, South Dakota, Nebraska, or Kansas.

CHAIRMAN BURKHARDT: Next we have Jack I. Gardner, President of the Nevada Library Association who comes from Las Vegas. Mr. Gardner, will you please sit down and give us whatever introductory remarks you would like to make, then we will ask you questions.

MR. GARDNER: Basically, I am here to answer questions, but I would like to stress what Mr. Davis from Utah has said already, that we have all the problems that Utah has. We have a larger state, we have a smaller population, and we have every bit of the problems that Utah already has explained.

I would like to just stress the testimony I have written and indicate that we do need more money for books. Our property tax, our gaming tax, does not provide enough

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revenue to provide just the ordinary books in a library. The Federal money does not provide enough, and since we do have a small population, we are not eligible for a larger Federal grant.

The Nevada Library Association does not feel that the revenue sharing is working in Nevada, nor do we feel that it is, well that the libraries will benefit from further revenue sharing. In our experience there has been no library that has received any revenue sharing, and believe that a regional plan is necessary and that the ALC funding is the appropriate manner to provide funds for libraries in Nevada.

I further would like to stress the continuing education of librarians or people working in the libraries in Nevada and to stress that the National Commission would in its plan seem to provide the necessary instrument for providing certification for library education. We feel that we would like to combine an academic and experiential, well experience in libraries to provide a certification. We feel that the National Commission does in its plan provide that kind of approach.

With that, I am open for questions.

CHAIRMAN BURKHARDT: I wish you would tell us a bit about the point you made in your testimony about benefiting from California resources as a result of your agreement. How did that come about? How does it work?

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MR. GARDNER: Well, I have been with the state since '63, and I did work for the state library, and so I am a bit knowledgeable about the interlibrary loan process. We have an agreement made by the state library in California to make available all the resources in California's libraries to Nevada. All we have to do is pick up a telephone line and call the state library and ask them to search their union catalog which will give us the information as to where the material is, and then we proceed into the interlibrary loan process and borrow the book from that library. We have a plug-in to about every system in the West Coast.

MR. LORENZ: Is this based on exchange of funds under the contract?

MR. GARDNER: No, sir, it is not. California has given the weaker of the states a gift, in fact.

MR. TREZZA: That was one of the questions I had, the other one, this is a interlibrary loan for anyone? This is not based on the national interlibrary loan, this is a library loan whatever the request may be?

MR. GARDNER: That's right, of course, we go through the usual processes in the state so that request comes from a public library or from a citizen to a public library, from a regional library to a state library, searching the university resources to the state library.

MR. TREZZA: How much volume a year would you say?

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About how many do you borrow from California in round figures?

MR. GARDNER: I would say we probably borrow about 40 per cent.

MR. TREZZA: Forty per cent?

MR. GARDNER: Forty per cent.

MR. TREZZA: I mean in numbers? Forty per cent of a hundred is only 40 books. I am talking about load, just how much?

MR. GARDNER: Well, it would be difficult to say from the previous statistics. I think we could probably call on the State Librarian of Nevada who is present, who would probably have those figures.

MR. RADEMACHER: The traffic figure is approximately six-thousand in the last fiscal year.

MR. LERNER: You seem to have a special interest in continuing education, and I would like for you to tell us, in fact, whose responsibility it is for continuing education in librarianship? Does that lie on a local level, on a state level, on a regional level? Who's going to pay for it? What form, in fact, should it take?

MR. GARDNER: Well, presently it is the responsibility of all areas, the local, the regional, the state library, the university, and we do get or we are getting packages from WICHE, and we hope we will be getting some packages from the Mountain Plains Library Association.

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The proposal that is before the Library Association presently would suggest that the continuing education is the responsibility of the state library contracting with regional groups for packages. Of course, although the state library would provide these packages, this plan would encourage activity on the regional libraries and the local public libraries involving continuing education on the staff level for the staff employees. In other words, presently there are very few libraries in the State of Nevada that develop an orientation plan for providing an exchange plan within the state that is to say from one library to the next, and we would like to encourage that kind of activity. In other words, they should have a degree of accomplishment after having attended so many workshops, so many hours of orientation.

CHAIRMAN BURKHARDT: You make the point that you consider basic resources much more important now than networks. I don't know if I summarized that accurately?

MR. GARDNER: That's right.

CHAIRMAN BURKHARDT: Do you think it would be less expensive to strengthen the basic resources than it would be to be a part of a network that might bring resources to a local level? I don't follow your reasoning on this, and I would like to be a little bit clearer.

MR. GARDNER: I don't feel that the network should

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be excluded. I think we have a network. I think the State of Nevada has been working on a regional development and network for the last 10 years, and we do have those facilities. We do have TWX, we do have telefacsimile transmittals, we have telephone lines, we have the mail system. But, our real needs, Nevada's need is to supplement books, the moneys available for books in the state. We just do not have enough books in the public libraries.

I work for a public library in Las Vegas. We have a waiting list on our reserve list for popular materials of sometimes four months. That is ridiculous.

CHAIRMAN BURKHARDT: Your point is that the terminal points of this network has a need of strengthening?

MR. GARDNER: That is right, our regional libraries need strenghened.

MR. LORENZ: Are there state grants?

MR. GARDNER: We have $104-thousand for the last four years. We are asking for $340-thousand.

MS. MOORE: That's for the state agency?

MR. GARDNER: No, those are grants and aids. Those are state aid grants we are asking for, and they will be funneled to the state library and given to the requesting public and regional libraries.

MS. MOORE: You mean that's all that will be available for the state aid?

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MR. GARDNER: That's right.

MS. MOORE: You have 17 libraries?

MR. GARDNER: We have 19 public libraries.

MR. TREZZA: But that state aid could be used for state resources?

MR. GARDNER: Yes, it could be and it has been.

MR. TREZZA: In other words, what you need from what you have said is the resource grants from the state as opposed to some other states for organizational purposes?

MR. GARDNER: Yes, we would like to have larger grants from the Federal and the State. We have put much of our resources into organization, into the network, and into the region. Now, I think we should ask for larger sums for books.

CHAIRMAN BURKHARDT: On Page 5, the paragraph, "State participation in the National Program," the sentence, "...very little effect has been seen in state funding for libraries, and I regret to suggest those benefits on page nine (Synopsis....) would ..." you intended to say "would not attract?"

MR. GARDNER: Yes, would not.

CHAIRMAN BURKHARDT: It is an important little word dropped.

MR. GARDNER: That is right.

CHAIRMAN BURKHARDT: Are there any further questions?

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MS. WU: To come back to the continuing education, what is the main reason for the Nevada University not to have a setup for a library school?

MR. GARDNER: Well, we are a very small state in population, and we just recently were able to establish a three-year medical school, the first time in the state's history. We haven't yet a law school. We do not have a number of other kinds of professional schools. They do provide library courses for teachers, as I said in my testimony, but it isn't likely that a library school will be established, nor is it likely that most of the professions in the state feel it is necessary. There isn't enough call for -- well, we have what, 17, 19 libraries. We have a total of 70 professional librarians in the whole state, that includes universities and community colleges. It would probably not be logical to establish a complete accredited library school on campus to get education for the number of librarians necessary for the state.

MS. WU: Because of the lack of jobs?

MR. GARDNER: That is right.

MS. WU: Does the State of Nevada require the librarians to have a professional degree?

MR. GARDNER: No, they do not, and this is one of the elements that we would like to see, not necessarily a requirement of a MLS, but a certification based on academic

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achievement and experience within the state.

CHAIRMAN BURKHARDT: Ms. Moore has the final question.

MS. MOORE: How has LSCA, I know you mentioned LSCA in your paper, how do you feel LSCA worked for Nevada?

MR. GARDNER: It has been used mostly to develop a -- it has been put into the state library in order to organize the state into regions and into a viable network, and workable network.

MS. MOORE: You think it has been highly beneficial to you?

MR. GARDNER: Very, we would stress its benefits.

MS. MOORE: It is coming up for extension, how would you feel about the extension of it until the Commission has a program worked out to present to Congress?

MR. GARDNER: I would hope they wouldn't cut it out. I don't know what the National Commission has in mind, but the LSCA service has been very good for Nevada, and we would hope it would increase, and that whatever the National Commission did, that they would continue the LSCA funding in some manner.

MS. MOORE: Of course, it's too early to tell about the Ford administration. The Nixon administration, you remember, said it had been so successful, it had outlived its usefulness. You don't think that is true?

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MR. GARDNER: Not at all, not in the case of Nevada.

CHAIRMAN BURKHARDT: I hope you are not under the illusion that the National Commission can decide this matter? The way you stated it, you sounded like you were relying on us to get it done. All we can do is to make the case. The people who get it done are elsewhere.

MS. MOORE: It is good to have you on the record here.

CHAIRMAN BURKHARDT: All right, we have a Ms. Hay next.

Ms. Hay, would you introduce yourself and whatever preliminary remarks you want to make. We will then ask you questions.

MS. HAY: My name is Frae Ellery Hay, and I am from Rock Springs, Wyoming. I am a trustee. I have been a county library trustee since 1961 with two years off for good behavior.

Really, I don't feel that Wyoming is being adequately represented at this hearing, that is by me. I have no technical knowledge. I am a rank amateur. It's only been lately that I have mastered what I think of as library ease, that is your particular vocabulary that each profession seems to have to perhaps mystify the layman.

I don't know whether you want me to zero in my

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remarks on the trustee angle alone, or whether you want --

CHAIRMAN BURKHARDT: Not necessarily, although I must say you are overmodest about your capacity to discuss these matters. I found your testimony showed a really comprehensive grasp of library problems.

MS. MOORE: I did too.

CHAIRMAN BURKHARDT: We could do worse than to adopt a program like that for each state.

MS. HAY: Well, my knowledge is so general.

MR. TREZZA: I have seen Bill Williams here. Maybe later in that open hearing he may say something.

MS. HAY: That would be a real comfort.

CHAIRMAN BURKHARDT: Don't confine your remarks to just the trustee role. Go further afield. Would you like to start with questions right away or would you like to say something about the highlights of your testimony?

MS. HAY: Well, I can refresh your memory on my written testimony. I think Wyoming has been particularly fortunate. I think perhaps we are the only state in the Union where the library system was written into the Constitution of the State. The State Constitution provided over 80 years ago when it was written for a state library in Cheyenne and a county library in each of the 23 counties in Wyoming. This in theory was a splendid thing. It showed great foresight. Each county library was and still is

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completely autonomous.

The funds for the county library are based on property tax, and so it was a good system in the beginning; but, Wyoming has changed radically. Certainly in the last 10 years and in my particular county in Wyoming, the population in the small town where I live has been raised from 12-thousand to 26-thousand people in 18 months. It is one of those boom areas and in lesser degrees this is happening all over the state.

A lot of newcomers who are coming to Wyoming are, of course, potential library users.

CHAIRMAN BURKHARDT: Are they retired people generally, or business people?

MS. HAY: They are coming in with industry. They are construction people, and they are minors. We have large deposits of something called trona, which is a phosphate that is mined underground. They are the largest deposits, I believe, in North America, and all of these trona mines and plants are being enlarged. So many of the people who are coming in are a working class group of people. But, then we are getting many technical people, engineers, executives with corporations, and so on and so forth, and their families. So, they are potential library patrons that we in Wyoming have never been faced with before.

We have always had pretty good libraries I think,

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oh, in a traditional sense. The people who came to the libraries were able to get books to check out. Our newcomers are far more sophisticated, more demanding in the way of library service, and we are having a hard time keeping up in Wyoming.

CHAIRMAN BURKHARDT: More informational type of reading than recreational, say?

MS. HAY: Yes, all kinds.

MR. LERNER: I was going to ask a question about the county libraries which are mandated by the Constitution. You say they are autonomous, does that mean that the relative excellence or lack of it of the library in each county is all over the place? Some are very good and some are quite bad, and there are no real standards from the state telling each of the counties, mandating them to do this and this and this? Is that a problem you have?

MS. HAY: That is a problem. We have the standards. Someone came out and did a long and expensive survey in Wyoming several years ago. The Key Report, we refer to it, hardly any of the county libraries -- there are exceptions. We have some outstanding libraries in Wyoming in the way of standards and so on. They happen to be located in what we call the wealthy counties, but these standards do exist, but they are not mandatory and for the most part they are ignored.

MR. LORENZ: Do you have state grants for your

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libraries as well as the Federal funds?

MS. HAY: No, we do not have state grants. That is something I personally feel we need to equalize the funding in the county libraries.

MR. LORENZ: Is there some planning being done in that direction?

MS. HAY: Yes, there is some planning. The Wyoming Library Association has prepared a bill. In fact, a bill was prepared in the last legislature, but for lack of a sponsor or lack of interest or something, the bill died, I think, before it was born. I don't believe it got out of committee in one of the Houses.

MS. MOORE: Excuse me, I thought you had finished this sentence.

MS. HAY: I was going to mention something about apathy. Everyone here knows what that means.

MS. MOORE: You say in your testimony here that, "I would say that county libraries located near Indian reservations have not encouraged library service to Indians- at least not to my knowledge." Is this the old theory that the Indians being wards of the Federal Government, they don't encourage them to use the tax-supported institutions?

MRS. HAY: I have always assumed that the reason that the Indians weren't encouraged to use the libraries was for the same reason that the filling stations in the

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communities near the reservations lock the restrooms. They don't want them.

CHAIRMAN BURKHARDT: Discrimination?

MS. MOORE: I wish everybody here had an opportunity to read your testimony because it has so many practical and good things in it. I would like to ask you, have you ever been active, have you ever been a member of the American Library Trustee Association? Dan Casey should be asking this, because he is the president, but you are the kind of resource that we need to have around in the National level.

MS. HAY: That is very flattering. I operate better on a local level. I feel comfortable there.

MS. MOORE: For the benefit of the audience, she says in her testimony, "I am a female, middle-aged, middle-class and middle-browed." I don't think any of us would accept you on that basis. We will rewrite that.

MR. LORENZ: Looking back to 1961, do you feel some sense of progress in terms of library service in Wyoming or sort of a standstill? How do you view it over the prospective of 13 years?

MS. HAY: That is a difficult question. I said in my written testimony that my 13 years as a trustee had made a radical out of me, and it has. Yes, yes, we have accomplished a lot, but when I first became a trustee, I didn't

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realize there was so much to accomplish. Now, I have been educated, and I feel all the more impatient that there is so much to be done, and we don't seem to be doing it.

MR. TREZZA: Who do you think should be providing the leadership in your state for moving toward this progress and getting this job done?

MS. HAY: Well, I presume the only agency that we have that has the personnel and the knowledge, the professionalism which is necessary, the state library.

CHAIRMAN BURKHARDT: You think this autonomous series of atoms is now at a period where something has got to be changed on that? The problems are such they can't be dealt with on that level any more?

MS. HAY: This is my personal feeling. I am not speaking for anyone but myself. I may be stepping on the toes of a lot of dedicated librarians in Wyoming, but I feel these things should be said.

MR. TREZZA: You hinted at the problem in the fear of losing autonomy, and those of us in state agencies live with this daily. In one breath they want you to do everything possible, and the next breath want autonomy. They don't understand that every time you accept something in a cooperative vein, you give up a piece of autonomy. It is inevitable, and they don't like to be told that. It is a difficult job and I am sure Wyoming with the autonomous county libraries,

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this would be even more difficult to break the attitude.

MS. MOORE: Yes, if the attitude can be broken. I don't know.

MR. CASEY: What county do you represent?

MS. MOORE: Sweetwater County in southwestern Wyoming.

MR. CASEY: I agree with the point you make in your letter that the involvement of the trustees with the exception of one of the points, I had some quarrel with that, but I would like to --

MR. LERNER: Which one?

MR. CASEY: Which one?

MR. LERNER: Yes.

MR. CASEY: Yes, this suggestion that the terms be limited to four years.

MR. LERNER: I agree with that.

CHAIRMAN BURKHARDT: Please, no dissension.

MR. CASEY: It takes a couple of years for a trustee to become oriented in terms of the duties on the Board and to become involved and start working on the questions, and the next thing you know it is three or four years and he is off it. So, that is why I think a longer period of service is something that should be welcomed, if the person wants to stay on longer.

A greater question I want to ask. What do you

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suggest for getting trustees more involved in the county and state and national trustee activities? You are talking about appointments, minorities should be appointed, young people should be appointed, and so forth. Once a person sits on a Board, then what should be done for that trustee? Should there be education he should take or correspondence courses or go to workshops, or what should be done to make him a qualified and involved trustee?

MS. HAY: Oh, I think that the law concerning the appointment of trustees should contain a provision that the trustee sign an agreement that he will attend so many workshops, belong to so many professional organizations, and so on, because in our state the appointment to a county library board has been -- well, it happens to solid citizens, you know, and they go once a month and sign the vouchers and that is it. This is what the prospective trustee thinks. I really advocate the fact that he sign a commitment to be educated.

MS. MOORE: It looks well in the obituary column.

CHAIRMAN BURKHARDT: Thank you very much.

We are running just about an hour behind our schedule. There is some opportunity to make up a little time in the meantime, but Ms. Kuehn has been signed up to appear at 10:45 a.m. and a note has come to me indicating that she has another commitment that she must make. So if I can ask the

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people, there are two people in between, to be deferred another 15 minutes, could I ask Ms. Kuehn to come up and testify now, and then she would be able to make her date? Is she here? Is Ms. Kuehn here? (No response.)

CHAIRMAN BURKHARDT: We will take another one. I hope she hasn't gone off already.

Our next witness Ms. Marcelee Gralapp.

Ms. Gralapp will you please introduce yourself?

MS. GRALAPP: I am Marcelee Gralapp from the Boulder Public Library.

I was asked to come speak with you today about an opinion, attitude, behavior, citizen survey, the task force which I am the chairman completed last spring. You have, I believe, had Volume 1 and Volume 2 of that survey. We have today copies for you, not enough for everybody, of Volume 3. There will be two other Volumes that we will see you get as they are published.

CHAIRMAN BURKHARDT: I want to congratulate you on doing this study. It is one of the few really useful studies of user habits I have seen, and we need many more things done like this in other places.

MS. GRALAPP: Thank you very much. With your permission, I would like to take about five minutes to make some rather disjointed points about the survey and the questions that it raised for us. The ones we don't have answers

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to, but that we think it tells us.

One of the first things and I am not certain whether that comes out very well in the written document itself, is how we administered that portion of the survey that related to the information needs. We felt very strongly that if we announced as we went to the interviewee that we were from a library program, that the information would be instantly colored, and so we chose to identify the interviewer from the firm's name and not identify as a library survey. The results were kind of interesting, in that there was kind of almost immediate sort of reluctance on the part of the interviewee to give out much information. Once we finished that portion of the survey and proceeded to the attitudes about libraries and announced then that this was indeed a survey, instant opening up and friendly attitudes on the part of the interviewer was precisely why we chose not to announce it in the beginning.

I think that some of the information you can read off that chart that raises a question with us. Out of the first ten most needed kinds of information, seven of those ten are the lowest in, we use the library to find that kind of information, and the five items that, they use the library most to find, turn out to be 42, 26, 29, 52, and 24 out of the 73 items. Now, to the committee this meant that, we asked a question about it, does this mean the libraries are

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trying to be all things to all people and maybe that we should examine more carefully what the library is and are indeed these 10 or 12 initial items that people are saying, these are the most important --

MS. MOORE: What are those?

MS. GRALAPP: They are listed in the document, and I am sorry that I -- news and current events, music, weather, TV programs, consumer information, locating products, that sort of thing.

CHAIRMAN BURKHARDT: Those are the first 12?

MS. GRALAPP: Right.

CHAIRMAN BURKHARDT: Are not --

MS. GRALAPP: Seven of those of the first 10 are the lowest items in thinking to use a library to find something. So I think this raises a question that we need to consider seriously in realizing our role in regard to other information sources in the community, and maybe putting our emphasis in areas not trying to be all things to all people. I don't know, these are questions that we are asking.

The second thing, we found that we had a relatively high percentage of users. We defined users as a person who had made use of a library within the past year. It was a rather arbitrary decision but if they had used the library within the last year, we counted them as a user. If they had not used it within the last year, they were in a nonuser

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category. We found 54 per cent of the people had used the library within the past year. Forty-six per cent had not. We felt this was a relatively high percentage, but being librarians, we always worry about 46 per cent, and it raises the question with us, should we worry about the total 46 per cent? Maybe we should worry about some of that, but maybe we ought to do a better job with the 54 per cent that have realized the need for the library and have come to use it.

Pulling out of the 46 per cent those people that may not recognize that the library is there, but realizing that maybe some of that 46 per cent are in this group of people, and we are diluting what we can really do and not doing as well those services that we are really called upon to do. Still a question with us, we don't know.

CHAIRMAN BURKHARDT: Did you try to find out what the nonusers, what the librarian would consider a potential user, how did they fill their information needs?

MS. GRALAPP: They filled their needs from the newspaper, from the television, from neighbors, from human resources. The interesting thing was, when we asked these people why they didn't use a library, the biggest reason was, it just didn't occur to them. It just didn't occur to them, which is kind of frightening to us, but obviously a very valid reason and it came over and over again.

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The most frequently occurring answers, it just didn't occur to them and I didn't have the time. We have to interpret the I didn't have time in very much the same way that we interpret the I didn't think of it, because people aren't all that busy. Maybe that is a symptom rather than a real answer to the question.

MR. TREZZA: Did your study show any way that you could make up the 46 per cent against the 54? I am thinking now, every time librarians talk about perhaps concentrating on the users rather than the nonusers, we of course get the acquisition of elitism. So I am just curious --

MS. GRALAPP: We did find and one of the volumes will give you that information more completely than I can. We did find that the characteristics of users were very similar to those that we have felt for a long time that we were serving. We are doing a much better job serving the great middle class than people who have a higher educational level, who are in a profession, this sort of thing. That information is in the document, and one of the later documents will be more detailed. That part came out to be fairly consistent with what we felt to be the case.

The thing that surprised us the most was this lack of salience of a library to the people. It just didn't occur to them to use this.

Subsequent to this survey we felt that we did need

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some more information, and we set up two questionnaires beyond this, not from a professional survey company, but we devised the survey instruments ourselves. I have to say that I am not sure how valid they were, but we did send these questionnaires to the professions and to people involved with libraries, city councils, school boards, boards of regents, boards of trustees, anybody who was involved either directly involved in operating a library or funding a library. We sent out about two-thousand questionnaires and we got about 50 per cent return. A couple of interesting things came from that that sort of filled in some blanks. But again, raising some more questions with us.

One was that we had heard and felt there was, the problems among different kinds of libraries was different. Every type of library had basically different kinds of problems. The answers to our questionnaires showed that this indeed was not true. The basic problems were essentially the same in everyone of the types of libraries. There might have been some stronger emphasis on a different problem in a different library, but essentially the problems were exactly the same, which sort of reenforces our feeling that the coordinated programs have a great deal of validity.

Second thing that we really question, the foremost important needs expressed by librarians and people who are involved with libraries were, "We need more people, we need

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more space, we need more equipment and materials, and we need more money."

MR. LERNER: So what else is new.

MS. GRALAPP: But my question on that is, the thing we are questioning is, I think those are the easy answers. Those aren't really maybe what people are thinking. That is kind of an excuse that you can put forth in some cases, not in all cases, for trying to do a better job with resources that you have. I am not sure where the middle point on that is.

CHAIRMAN BURKHARDT: How would you go about probing that?

MS. GRALAPP: I don't know how we can prove that, but I am not convinced that in some of the instances putting more money in there would make the situation any better. It would just cause a bad situation to continuing being bad with more money being spent on it. I am raising these questions with you because these are the ones that we are asking, and we don't have any answers to them. I don't know where we get the answers to them.

CHAIRMAN BURKHARDT: Who made out the questionnaire?

MS. GRALAPP: The steering committee from the task force. The steering committee was made up of the representatives from special libraries, from academic libraries, from school libraries, from trustees, from the public library,

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and we had had some experience on making -- and a representative from the state library. We had had some experience among the people in the group on surveying instruments, but no professional training in that area. So, it was to a certain extent an amateur -- we felt that we just needed some additional information particularly in the school area from the user survey.

MR. LORENZ: What are the further steps for following up on the results of the study?

MS. GRALAPP: We have used the information from the user needs and user attitude survey and the questionnaires to serve the basis for the meat of our state plan. What we have gathered together from this information is the feeling that the goal for library service in Colorado is to provide equal opportunity for access for all citizens, and to do this there are some barriers and these are the things we found out from the citizens and from the professionals, what the barriers of being able to do this are.

Some general concepts came out of the study from the things that weren't specifically stated, but were there in the context. The fact that people felt that they should have access to all the resources in the state; that the system idea as it was devised basically was a good idea, but practically was not working in some instances and needed some thought on how to include other libraries besides public

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libraries. We are at the point now with the barriers, and I think we came up with about 25 major barriers to accomplishing this, equal opportunity for access. We are not saying that we are going to provide library service, every citizen in Colorado is going to have fantastic library service. We are saying that we must provide the opportunity for that access whether they live on the Western Slope, have low population, or in the very heavily populated metropolitan area.

MR. LORENZ: I would gather from that then that in answer to your former question about whether you go for everybody or whether you concentrate on the 54 per cent, that in fact has been answered; is that correct?

MS. GRALAPP: We want to offer all 100 per cent the opportunity. Whether we can go out and drag them in, I don't think we can do that.

CHAIRMAN BURKHARDT: One more question.

MR. LERNER: I want to ask a philosophical question which we have talked about and many of us here have and that is, you talk about equal opportunity for access. In fact, how realistic is that?

MS. GRALAPP: Well, as far as time goes, it is not real. The person in Denver can obviously always more quickly get the information and I don't think that is anything at this point that we can really, so we are not stating that. We are

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giving them the opportunity for the access to the information, and I think that is real, because I think as the resources of the state are opened up and the cooperation among types of libraries becomes realistic and it should, I think that the barriers to that are not real barriers, they are people barriers, and they are not the lack of money as much as philosophic disagreement with them. I think that once we make those resources available to people, they do have that opportunity, the time is different, and we are not saying that we are going to have on the Western Slope a library that compares to Denver Public Library. That's not true. We are not saying that every community has to have its own library, but every community ought to have access to that system that gets them to the information.

CHAIRMAN BURKHARDT: Thank you very much.

Ms. Melody Kuehn?

Will you please give your name and make any statement that you wish.

MS. KUEHN: I am Melody Kuehn from the Minot Public Library, and we are in the process of setting up an Information and Referral Center through the library. We decided to set up our Information and Referral Center possibly due to a statement from the Task Force on adult services from a statement out of their working papers.

CHAIRMAN BURKHARDT: Could you speak a little

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louder, the people can't seem to hear you back there, or get closer to the Mike perhaps.

MS. KUEHN: People also need access to information that has never been published and never will be published, such as names and addresses of groups in the community or the names and addresses of experts willing to share their skills. This information changes rapidly and it is often difficult to find at any particular time. The public library should collect these raw data in response to the needs of a particular community and should make sure that these data are accurate and updated at all times.

Just as it is impractical and impossible for individuals to collect the many different materials they may need at various times in their life, it is equally impractical and impossible for an agency to assemble all that is necessary to provide adequate information services. Consequently, in order to coordinate the needs and resources of the community, this agency relationship should be developed.

The library should serve as an effective link between agencies by providing such services as a community calendar or community directory listing agencies and the responsibilities. With that statement we, and with an assessment of our community's needs for information services which was a meager effort, but it was something to try to get the community's needs expressed, we went ahead and now have

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started our Information and Referral Center. We are still in the process of accumulating all of our information for the directory that will be available, and also for the service that will be provided from our building.

Now, I would like questions actually from you.

MR. LERNER: I want to tell you how interested I was in your statement. Your definition of an urban dweller, anybody who lives in a town over 150. This will surprise some people, I know. Anyway, I come into your library and I say to you, "Now, look I have a job as an assembler in a plant and I want to get a better job. Can you help me get a better job?"

MS. KUEHN: I don't actually solve their problem. I refer them to the proper service that can solve their problem, whether it be the state employment agency, whether it be some agency that works with the educational programs, something like that.

MR. LERNER: Should you go any further than that? Should you say, "This is where you can go to learn to be a welder," or, "This is where you can go to learn to be a TV technician," or do you let the agency do that? What is that relationship?

MS. KUEHN: That is probably something that I can possibly offer if I had it within my grasp, some specific place where the person could go. But, I would not do the

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social work. Let's say the same problem was posed in the health field or where a social worker is needed. I could not perform that. I am not a social worker, but I can refer them to a person who can offer them that social work or that help.

CHAIRMAN BURKHARDT: If a man says, "I am doing assembly work, I am interested in welding, where can I get that information," then you know right immediately where to refer him, I suppose? If a man isn't very clear and wants to look over a number of possibilities for jobs and locations or training, then a more generalized agency could be referred?

MS. KUEHN: We may have to do some calling ourselves to find which agency may help this person or which he may find the most information at.

CHAIRMAN BURKHARDT: Are there job counseling services that you could refer him to?

MS. KUEHN: I assume there would be within the region, yes.

MR. LORENZ: Did you indicate the source of funds for the development of this service?

MS. KUEHN: Yes, I did. There was $25-thousand from LSCA funds.

MR. LORENZ: That will be a continuing grant or do you expect the community to sustain it after a while?

MS. KUEHN: The grant is for one year only. At

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that point, I don't know.

MR. TREZZA: Wasn't the whole public library asked at the beginning for a protective grant where they could observe that program for the next year or two?

MS. KUEHN: I am sorry, I cannot tell you that. I was not in the community at that time, at that period.

MR. TREZZA: That is one of the weaknesses of using the grant to set up a new program which requires considerable staff, that the agency who does the experiment isn't prepared to pick up when the term is over. The most wonderful experiment in the world dies when the money dies.

MS. KUEHN: Right, I agree.

I want to make mention of one thing in here about the paper that I presented to you. There are many people who offer information and referral services. They are usually in large urban areas. Now, the one that we have set up includes seven counties in North Dakota with less than 10 cities with over one-thousand in population. That's why this rural question. There are 100-thousand people within that area that we will be servicing. That will be the difference with this program than with many of them that are already set up, such as the United Way's program. They have provided a wealth of programming assistance to those people within their communities. We have nothing that is comparable to this in our community.

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The United Way does not provide any of this type of program, and neither do any of the social services or health services other than their own areas or inhouse directories for services they may provide.

CHAIRMAN BURKHARDT: Do you have any estimate of providing this service what it may cost now that it is operating?

MS. KUEHN: No, I don't since we are still in the process of accumulating the information. The accumulation of material, that cost is going to be quite high, a lot higher than we had expected. It is more time consuming and the need for finding out if the information coming in is true and correct is taking more time than we had originally thought.

MS. WU: I have a very simple question. Does your referral station carry any vocat nal information materials such as vocational resource materials put out by the public agencies, state employment agencies?

MS. KUEHN: Are you referring to something on the nature of college catalogs, or are you referring to something such as job openings themselves?

MS. WU: Yes.

MS. KUEHN: No, it is not visualized that we will carry that type of information. We will refer them to the agency that will have that type of information.

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MR. DUNLAP: You emphasized in the beginning of your statement that your information service "...is not the renaming of conventional library reference service." I have not worked in a typical public library, but I would expect that this type of service would be given in the Peoria Public Library or the Denver Public Library. I note that you have been going to the University of Denver Library School. Have you assessed whether or not the Denver Public Library can provide this type of information to the City of Denver?

MS. KUEHN: Since the material that is accumulated within inhouse files within the directory itself have to be accumulated from nonpublished sources, it is impossible for themselves to do so, but they do use a directory that has been published by the community services through the United Way here in the city, and they provide it with the help from the other agencies. Now, they do a lot in these areas. They can suggest vocational training, colleges, things like this, but specifically I think that a directory of this nonpublished data is necessary.

CHAIRMAN BURKHARDT: Any other questions? (No response.)

CHAIRMAN BURKHARDT: If not, thank you then.

MS. KUEHN: Thank you.

CHAIRMAN BURKHARDT: We will move on to Mrs. Ardeth Cocourek.

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MRS. COCOUREK: Is Mr. Heldebrandt going to --

CHAIRMAN BURKHARDT: No, Mr. Heldebrandt is not here. I have a message saying that he is unable to appear.

MRS. COCOUREK: I just didn't want to skip ahead of him.

CHAIRMAN BURKHARDT: Thank you very much, that is very kind of you. Will you introduce yourself and then launch right into your remarks, and we will proceed to our questions?

MRS. COCOUREK: I have the unusual situation of having my first rather than my last name misspelled. The name is Cocourek, and there should be an "e" instead of a "u" in the first name.

CHAIRMAN BURKHARDT: Mrs. Ardeth Cocourek?

MRS. COCOUREK: Right.

As I have listened to the testimony given this morning, I think it still comes back to my three little lines at the beginning of my written testimony: In our Mountain Plains, we have "few people, lots of space, and low financial resources."

I have wanted several times to ask people giving testimony some questions, and to maybe bring out these points in relation to our own situation, since I wrote my testimony not as a member of the South Dakota State Library Commission, but just simply as a homemaker with a family that has library

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needs. We talked, or the survey that was taken through the Boulder Public Library individuals spoke of library users, and I raised this basic question of why are not more people library users?

In our area, as I know in many areas although it hasn't been said here today, one of the basic reasons that the people aren't library users is that they can't get into the library. Any man who is employed in our community can't get to the library because it is open only afternoons as far as the public library is concerned. The school is locked up at 3:30, and this sort of thing. I am afraid that happens in too many of our communities throughout this area. It is not that they don't want to use the library, it is not available to them from this standpoint.

In attempting to meet this need in South Dakota, instead of asking people to channel requests for information through their local library, we publicize the in-WATS number to the state library because every individual has a telephone, and even if he is on the job, he can pick up the telephone during his coffee break and call the state library. Perhaps this is one area which people might consider as a help in providing this service.

The same way with the need for information and the types of information that we have and why didn't we ask the library for it. Maybe people don't even know the library has

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this information, because until I became a member of the State Library Commission, I hadn't really paid such tremendous amount of attention even to our local library because, as I said, it wasn't available, so we provided more things in our own home.

I have the feeling that too many librarians, library trustees, and people of the academic world forget about what goes on in the rest of our communities day by day, and that the people have the attitude as a general public that it is hallowed halls when you get to the library. We are not as a people involved with libraries reaching out to the individual and making them feel that the library is a place for them to be; that perhaps that is what we need to put more emphasis on, inviting the program groups for various organizations in our communities, "Come in, plan your program here at the library, wouldn't you like to do it here at the library?" get some of the Lions, some of the Rotarians, some of the J.C.'s in there for their meetings if nothing else, because they are not coming because the hours are such that they haven't came. Now granted, this will take some extra effort by library people.

I think that Mrs. Hay's point about "Now I have been educated about libraries" is very important, and the feeling that people across our states have a need for libraries, needs to be communicated.

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We had an unusual thing happen in South Dakota a year ago that very frankly some of the legislators told us that they didn't dare go home until they did something for the state library, because there had been more correspondence on the matter of the state library and its program at the time that Federal funding was in jeopardy than they had had on any other issue in the legislature that year. Now, I think this is one of the reasons Mr. Anderson has the feeling in regard to our state library that when people know there is a need, that they are willing to come forth with the support. But, as library people, we need to help them know it.

Now, a librarian who allows her trustees to just come in and sign the vouchers is not, in my book, doing an adequate job of leadership for the trustees any more than the educators in our schools are by not getting the public into our schools. Now, what is a librarian? If you ask somebody in our community what is a librarian, it is anybody that will go in and sit and open the library and stamp my book. Here again perhaps in library circles, we need a good education of what a librarian is, and professional librarians just as professional educators take a lot of things for granted. Sometimes we need the props knocked out from under us a little bit to reach out and have people realize that there is a specific area of training that is needed, and there are people in communities throughout our state as through the

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Mountain Plains area I am sure that can very competently do the stamping of the books, but as far as overall planning of things, this is not adequate.

Now, I would like to have your questions. I am very curious for one thing, why you happened to invite me to come when I know others had written testimony and probably did not come? I am operating on the theory that maybe you wanted to know what somebody looked like that has survived 40 miles from Wounded Knee.

MR. LORENZ: Would it help the library and the library friends in South Dakota to have descriptions of what library duties are at various levels in South Dakota? In other words, what should a librarian do who is employed by your local library?

MRS. KOCOUREK: This is true and this is something that we have been talking in terms and are in a way in the process of implementing of what a librarian should be. Many people are not even aware there is such a thing as standards for libraries that are already published. The Library Commission has approached us in terms of references for the rules because in South Dakota maybe you know we are in the process of administrative reorganization within the state government, and each agency has had to set up rules for its workings. Yes, anything that will get into the hands of people to give them some idea, beyond the fact the library

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is a place where books are deposited. We need to talk in terms of library services.

I don't like to see books sitting on fancy shelves in a library, because to me it says that that library is not doing the job when too many of its books are there. After all the books don't do any good sitting on that shelf if nobody reads them.

MR. LORENZ: Have there been efforts to substitute evening hours for some of the afternoon hours?

MRS. KOCOUREK: I think there have been in some areas. On community, I know of is even thinking of transferring instead of some afternoon hours of opening up in the morning when everybody comes to town to get their mail. This kind of thing, which in a small community is a real deal where mail is not delivered to the homes.

MR. LORENZ: Just one more question. Some of the examples you gave are kinds of information that I would expect the agricultural extension people would have. Are you indicating, in effect, that you don't have agricultural extension service in your area or there is a lack of coordination between the services and the public?

MRS. KOCOUREK: No, we definitely have them. It is a big factor in our area, and we do have excellent service on this. But, there is a need for coordination, because there are people just like they are not aware of libraries, are not necessarily aware of how many things are already available.

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This kind of thing that the libraries need to get into the vertical files and this sort of thing.

MR. CASEY: Did you say you are in the South Dakota Library Commission?

MRS. KOCOUREK: Yes, I represent the Extension Homemakers of the State of South Dakota on this Commission.

MR. CASEY: Does this question here indicate that your school libraries are inadequate, it says, "We search for material for papers and special reports the children are trying to prepare at school." Now, is your school library inadequate and therefore you have to turn to the public library which is not there?

MRS. KOCOUREK: We have in our small community of a thousand people, we have three libraries. One, Tonka High School Library, and at the other end of town is a grade school library, and on the Main Street is the public library which is the Bent County Library. We have over three-thousand people in our county. We are fortunate, I guess, at this point to have just one high school and one community, but none of the libraries are adequate as far as being up-to-date is concerned. There is not the potential number of users to justify having many things on any of the shelves. We are looking toward in our community as some other communities have done of having the school districts contract with the public library to provide the library services for the schools.

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If we can get to this sort of situation, I am hopeful there can be a professional trained librarian heading this system and utilizing all three sets of facilities, but the coordination is not there.

This multi-jurisdiction thing comes in there. At the present time the grade school is under the jurisdiction of one school board, the high school is under the jurisdiction of another school board, and within the county there are four additional school boards. Now, hopefully some of this will be eliminated in another year when all of the schools in the county will be under one board, but then again over a third of all population is Indian population, enrolled members either of the Ogallala Sioux or Rosebud Sioux Tribe, and here comes another jurisdiction thing, as I indicated with the people moving about. The public library and the schools serve all the people in the community with no regard as to who they are. In fact, until a lot of this Wounded Knee business came about, nobody bothered to ask were you Indian or White, or what percentage is it a sixteenth or an eighth, or whatever. So everybody was served.

MS. MOORE: They are not now served since Wounded Knee?

MRS. KOCOUREK: Oh yes, they are. They are served definitely in Bent County, but as far as reaching out to them on the Reservation, they have an additional problem of

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instability of Tribal Councils and the funding of their things.

CHAIRMAN BURKHARDT: Bent County borders on the Reservation between the two?

MRS. KOCOUREK: We sit surrounded by Reservations. At one point in history, Bent County was a part of the Reservation. Then, it was opened up for settlement, and it is an organized County in the State of South Dakota. Whereas, the area around us is not organized county government.

MS. MOORE: You are a member of the State Library Commission?

MRS. KOCOUREK: Yes.

MS. MOORE: You are also interested in the Bent County Library?

MRS. KOCOUREK: Yes.

MS. MOORE: What kind of services does the State Library Commission supply for a library like the Bent County Library?

MRS. KOCOUREK: Particularly back-up service. As I say --

MS. MOORE: Do they process your books or anything of this nature?

MRS. KOCOUREK: They will if the Bent County Library wishes them to.

MS. MOORE: They don't have a state-wide system of doing the processing for all libraries?

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MRS. KOCOUREK: No, not for all.

MS. MOORE: Another thing, what kind of salary do you pay the person who keeps the library open in the afternoon?

MRS. KOCOUREK: Inadequate is all I can say. This is true of many of the small libraries.

MS. MOORE: This is true all over for small libraries?

MRS. KOCOUREK: It is one of the funding situations. It is one of those situations where people have not demanded more in terms of service and again a matter of education.

MS. MOORE: It is usually somebody that will come in who is willing to do it?

MRS. KOCOUREK: Right. I think this is unfortunate because again I think our state agencies need to give more leadership in helping people realize this and pulling in the trustees to have some training. What is a library, because as you say some solid citizen goes and sits on the Board.

MS. MOORE: Has the State Commission taken any initiative to train the trustees?

MRS. KOCOUREK: Oh yes, right now there is a schedule this fall for workshops throughout the state and they always include the trustees.

MS. MOORE: Do they attend?

MRS. KOCOUREK: We have had much better response

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of late than they had been, and we are trying very hard to work on this angle because we feel awareness is a big factor.

CHAIRMAN BURKHARDT: We have got to move on, but I take it that the big point you want to make in your testimony and in your paper is that the delivery system that will provide the access and get things to the people in the remote communities is the most important thing that could be done and probably have to be done through Federal aid; is that a fair summary?

MRS. KOCOUREK: It will have to be --

CHAIRMAN BURKHARDT: Initiated and supported?

MRS. KOCOUREK: Yes. In South Dakota as a state, we cannot provide all these things. We are a Federally-impacted area from the standpoint of many of the people and this sort of thing. It is needed. But, the people must have access to the information and just because they are out in the remote areas doesn't mean that -- we know they are going to be going from these areas to other areas, and they need this background of it. For instance, we don't know as we work with them now where they are going to be. A good illustration, at a recent high school reunion from some of the youngsters that were my students when I was back teaching in the high school, in the group we had an individual who is a lawyer here in Denver at the present time, we had a man who was one of the pad supervisors down at Cape Kennedy who came

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out of our community. A multiplicity of people going out, but they need this access in their home community.

CHAIRMAN BURKHARDT: Thank you very much.

MRS. KOCOUREK: Thank you.

CHAIRMAN BURKHARDT: We have had a good deal of testimony about the needs of the Indian communities, that is we have had it referred to a good many times. But, the next two witnesses have first-hand experience and are somewhat expert on this subject. It will be very interesting to hear what they have to say about those needs.

I would like to call on first, Mr. Perry Horse, the Director of Research and Data at the American Indian Higher Education Consortium. Mr. Horse?

MR. HORSE: I don't have any prepared remarks, Mr. Chairman, but I would like to first of all express my appreciation to you and the Members of the Commission for inviting me to appear here before you today.

I would like to kind of talk a little bit about the organization I am with, and kind of give you a background of some of the statements I made in my written presentation that I sent to you.

CHAIRMAN BURKHARDT: Please feel free to do so.

MR. HORSE: I am working with an organization called American Indian Higher Education Consortium. It is an office that was formed by originally six Indian-control Community

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Colleges that are located around the country, and our current membership as of July 1st of this year has gone up to 10, so they have set up the office here, a central office here in Denver which has been staffed by myself and some other Indian people that are trained in various professional areas to help them strengthen their programs in six component areas and however else we can help them in developing efforts in providing alternative means of higher education at the local level, and namely in the area of community college services.

My particular position with the Consortium is Director of the Research and Data Component. We have been in operational existence only since last October, so from that point, it has been my first real introduction to some of the problems specifically that deal with library media, research-type areas. In working with the various Reservations and Indian communities, and of course my own background as an Indian person in the State of Oklahoma, I have always known of course that the library services and facilities and so forth for Indian people as a general rule have been quite inadequate or nonexistent.

So I think to conserve time and so forth I would prefer to respond to questions from the members of the Commission on some of the things I submitted prior to this meeting.

CHAIRMAN BURKHARDT: I would like to tell you,

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Mr. Horse, that when we had a regional meeting down in the southwest, we heard some testimony from some people on Indian Reservations, and we were really so shocked by the description of the state of affairs as far as library service was concerned that we asked the Bureau of Indian Affairs and various agencies, HEW particularly in Washington, to come before us and we put some of these questions, and the information we got from these people was baffling to us because in many ways it was contradictory, and we decided that we would really try to find out what the situation really is. As a result of that, we appointed a subcommittee of the Commission, and Mrs. Moore is on that and we are progressing as best we can to get as reliable data as we can about the situation, realizing that, of course, it may vary but I think there is a kind of general pattern of facts and services and absence of them and the reasons for that are emerging. I want you to know that we are very much concerned with this, and we are going our best to find out.

MR. HORSE: I am very glad to hear that, yes.

MS. MOORE: We also had testimony at a meeting in New Mexico and we had a great many witnesses at that hearing who were Indians.

CHAIRMAN BURKHARDT: You also made one point that I think is very interesting, one in view of the fact that Indian Tribes have this special relationship with the Federal

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Government and therefore would not be represented if the White House Conference does get approved by the Congress and the President, there are going to be about 50 state conferences, but there would be no -- I think your testimony called attention to the fact that there would be no conference that would represent Indians.

MR. HORSE: Yes, that was our concern, yes.

CHAIRMAN BURKHARDT: There ought to be a special one representing the Indian constituency and they should be represented at the White House Conference.

MR. HORSE: Yes.

CHAIRMAN BURKHARDT: To me that was a very important point and very easy to overlook things like that.

MR. HORSE: Right.

MR. DUNLAP: I would like some more details about the Consortium? Apparently the list of institutions is supposed to be attached to this. I didn't get the list. You say they are Indian controlled?

MR. HORSE: Yes, sir.

MR. DUNLAP: Are they community colleges located on Reservations?

MR. HORSE: Yes, sir.

MR. DUNLAP: Where are the 10?

MR. HORSE: We have one in California at Davis, California, it's Hehakasapa College of DQ University in Davis,

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California; Navajo Community College in Arizona on the Navajo Reservation; Indian Satellite Community College of Northeast Nebraska; and then the rest of them are located in the two Dakota states; and we have also one up -- well, the rest of them are in the Dakota areas.

MR. DUNLAP: Are there other community colleges that are controlled by Indians that have simply not joined your Consortium? You did not identify one in Oklahoma?

MR. HORSE: Yes, there are some that are in various stages of development. I am not too sure whether they are operational or not. They are some that serve substantial numbers of Indians who are not members of the Consortium. There are also three Federally supported two-year colleges that are not members of the Consortium because of a conflict in Federal regulations, or something to that effect. But, a requirement for membership in the Consortium and this may be a factor in their membership too is that the colleges must be controlled by an all Indian Board of Directors or Regions, and also have a predominately Indian student body.

MR. LERNER: How are the colleges funded?

MR. HORSE: Basically through the Federal funding, under the Higher Education Act and of course there are some funds coming in from private sources.

MR. LERNER: Not funded through BIA?

MR. HORSE: No, except for the ones that I mentioned,

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Haskell Junior College in Lawrence, Kansas, and Southwestern Polytechnical Institute in Albuquerque, New Mexico, and the American Institute of Indian Arts in Santa Fe. Those are funded by and operated by the Bureau of Indian Affairs.

MR. LERNER: What is your relationship with the Bureau of Indian Affairs, if any?

MR. HORSE: There is none at this point. I know a lot of the people that work in the Bureau Education Programs, and I am a former employee at one point in Washington, D.C. at a lower level, but I am familiar with some of their operations and we do have contact, especially with the three two-year schools that I mentioned. It is nothing on a formal basis.

I make a point in there also in my written testimony that whatever programs that eventually come out of our efforts here should have a lot of input from the local level. I, of course, appreciate the opportunity to appear here before you, but I was hoping to be able to get more input from the local level so to speak. I think the lady that is following me is a good example of that. I think this Commission or the subcommittee that you say you have set up should look into that possibility of maybe holding hearings at selected areas around the country to have substantial population of Indian people and get kind of a local feeling for what they consider as their needs in library or information

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service. I think those of us who have gone through the formal processes of education in the non-Indian sense are more attuned to some of the things that the non-Indians are. It is hard to articulate what local needs are from the so-called professional standpoint. I think there should be some direct contact between the Commission and Indian people.

CHAIRMAN BURKHARDT: I think Mrs. Teachout is a representative of that.

MS. MOORE: I would like to ask one question for my own information. Why do you put such stress on having a college completely Indian composed? Is there not some benefit to have a cross-section; for instance, I would welcome the Indians being on any Board I was involved in because they would have something to offer. I would like to know what the philosophy is behind requiring all Indian control?

MR. HORSE: I think our general experience as Indian people in dealing with non-Indian institutions has been that the response probably in most cases to specific needs that we think we have in terms of educational concerns are probably more related to our culture and status in this country as American Indian people or Tribes really. I really have problems with that term "Indian," because it is a misleading term in a lot of respects. Each of us as a Tribal people have a different name for ourselves than "Indians," as such. Even a different name from the term, like I am a

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member of the Kiowa Tribe and in our language it doesn't come out like that. It is something else. So we need those needs really in terms of our cultural traditions, the philosophy, and so forth, and so some of the concerns that we have in education areas and with respect to library services, for instance, there are some potential problem areas in writing out some of the ideas, religious concerns, and so forth, and putting them on the shelves for everybody to read or have access to. But, with respect to the controlled aspect, up to fairly recently that has never been the case in our relationship with the Federal Government. Every thing has been done for us and to us without benefit of our input and so forth, and so I too agree that there are certain benefits that you can accrue from going into a multi-racial setting and so forth.

But, for the present to us a more viable approach would be to start doing for ourselves in these areas and making our own mistakes, which we haven't had the benefit of doing up to now.

MS. MOORE: In other words, you feel you haven't had the benefit of decision making and learning from the decision making process because you have had no decisions to make?

MR. HORSE: Yes, ma'am, that is exactly right.

MR. DUNLAP: Do I understand you right that you

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would not like to have Tribal activities described in English so that we could become familiar with that?

MR. HORSE: I think that is a very touchy area. It depends on the Tribe concerned. A lot of Tribes now don't even allow other Tribes to participate in their ceremonials and religious pacts because of that aspect. So, I can see where you might have some objections from your traditional leaders in each Tribe that might have these kinds of concerns. But, I think the members of the Commission and people concerned in these areas should be aware of that. So, that touches on the question why we are concerned that we have a good amount of control over what happens in these areas, particularly in respect to education and so forth.

CHAIRMAN BURKHARDT: Should we proceed then to Mrs. Teachout's testimony, and I thank you again.

MR. HORSE: Thank you.

CHAIRMAN BURKHARDT: Mrs. Teachout?

Mrs. Teachout, please identify yourself for the audience and then make whatever preliminary statement you want to make.

MRS. TEACHOUT: Yes, I am Margaret Halsey Teachout, and I come from the Standing Rock Reservation in Fort Yates, North Dakota. At present I am serving as Acting Coordinator. Well, my title was Community Librarian Specialist or Community Relations is a better word for it, because I was writing a

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Newsletter -- I still am -- to inform the people. This is for our local people on the Reservation to get information to them to those who do not read or are unable to see or they are blind or something. But, I am no librarian science degree holder, and I am just a perfect example of how badly the Reservation needs technical training and assistance and librarian aides.

So, at present I am trying to do, I am fulfilling three positions since our Coordinator left, which was a non-Indian. I am carrying on all this work, and because of my beliefs I am here today, but I am no speaker.

CHAIRMAN BURKHARDT: That is all right, you just go ahead.

MRS. TEACHOUT: I would like to state my concerns the best I can, and after I state my concerns, you may ask me some questions, but I hope they won't be too technical.

CHAIRMAN BURKHARDT: Mrs. Teachout, before you go on, could you tell us a little about the National Indian Education Association that you are representing today?

MRS. TEACHOUT: Well, I don't represent the National, I work under the National Indian Education Association, and they are a group that is over the -- I think Perry just stated, the gentleman before me, that I think they come under the National Indian Education Association.

CHAIRMAN BURKHARDT: That is an umbrella?

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MRS. TEACHOUT: A cover over everything, and they are supporting these Tribal libraries on the Reservation. We have four libraries on the Standing Rock Reservation, and at present we are having a very difficult time to get training service and no-one has been funding from the state and Federal, and it is critical that they move to insure that fundings come through.

North Dakota's state libraries have never funded or helped in any way, but they do give us interlibrary service, which is very good.

The service staffing and training of staff is very sorely needed, technical service, the librarian, training for future librarians and aides are sorely needed on the Reservation.

The Bismarck Junior College in North Dakota was in direct competition with all of our programs in the past year. Six proposals were not funded and they have not given us full support to receive funding. We had received a grant from Washington, D.C., for librarian aide training for 10 librarian aides. Of the total coverage for that was $75-thousand, beginning early in August with training at Bismarck Junior College and continue through the year with courses from the Standing Rock Community College. This is one of the colleges Perry Horse was speaking of and the library is supportive aid to the Standing Rock Community College.

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We are trying to give them services. Anyway, the aides would have reached an Associate of Arts degree and this is where I could have completed my credits toward this as a librarian aide, but this grant was rejected by the President of Bismarck Junior College, and the grant was returned to Washington, D.C. The President is reluctant to accept this grant due to receiving some sort of overhead. Technically I cannot explain, but the real fact of the situation was because they didn't want Standing Rock Reservation to get it, and they could not receive it themselves. This grant was given by, I think, Frank Stevens of Washington, D.C., out of the Office of Education, and they had to turn it back in.

So, there was only one training session given to the library aides this past year from the South Dakota State Library in Pierre for a two-day workshop on cataloging and the Dewey Decimal System. Other than that, there was no in-service training in North Dakota or anywhere. In-service training was so inadequate we were forced to dedicate substantial money, $4-thousand, to pay for in-service training.

I have other things here about why our -- books are sorely needed on our Indian history, Indian culture, our early American Indian authors. I want to mention this. Perhaps it doesn't mean a thing to some people, but we want to retain our Indian culture, and I think to me this is very important. I have been getting books on interlibrary loan

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from the North Dakota State Libraries, different areas have sent them to us, and these are so chewed up and everything and it shows that they are out of print. I have a list here of American Indian authors that are books that are all out of print everywhere. Many of our people, our Indian people request these books because they are very important because they were leaders and they are essential, and I don't know how it can be done but I wish that these books could be reprinted somehow. I don't know who to say this to, so I am saying it to you.

Then, we in the Standing Rock Library are trying to start an archive collection, and I wonder why sometimes, why we cannot have access to the many historical documents of our people everywhere in different states and libraries, historical societies, museums, and every state of the United States of America. These are our people, our forefathers, I think we have every right to have access to these documents, to copies or something. I don't know if it ever has occurred to any other Indian.

So far, we have Tribal minute meetings from 1964, but like some cases in the Federal Government, perhaps the Recording Secretary has printed only the good and not the bad truths of our people, the former governments that have had seats in the Tribal Offices. I haven't had time to sit and read each document as it was given to the library.

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The community college students seek and desire and are in need of school books pertaining to the Indian students. We have only a few limited copies of Dr. John Bride's books which is the only good one in this generation. The books on Indian culture are sorely needed in our community college for people attending these colleges. These people attend community colleges because they do not like to leave the Reservation. They have families who they would like to be near. They do not adjust to living off the Reservation. This is the reason why the community colleges were started for the Indians.

During the month of July, we had at least 11-hundred patrons in the library, and we had over 5-hundred books checked out, and the book returns are very good. The service directory, information guide to services was made available to the people on the Reservation through the National Indian Education Association, and again through the Standing Rock Sioux Tribe.

Indians are particularly sensitive about who projects their services. They respond only to a person of Indian origin. This is very true, because I don't like to say anything here against anyone, but we had a non-Indian librarian, the Coordinator she was, and I don't know, the Indians didn't feel like they were welcome in the library, and they are very sensitive anyway, and it is vital that

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Indian people serve as librarians and aides exclusively. I believe this because I have experienced this so much lately.

MR. TREZZA: I am disturbed by that grant that was turned down. I don't know all the information and I don't want to say anything which might be unfair to the President of the college. I wanted to know, what about your state library agency, couldn't they have interceded in handling that grant for you?

MRS. TEACHOUT: I suppose, I imagine so, but at the time I don't know who we would have turned to.

MR. TREZZA: The state librarian. It seems to me that person at least was the most knowledgeable person in your state on LSCA funds and higher education funds. I guess Mr. Stevens probably tried to save it. I just can't imagine who let it die without trying to save it.

MR. TOWNLEY: Mr. Trezza, my name is Charles Townley, and I work for the National Indian Education, and I will be on the schedule at 12:30. I think perhaps we can save that question until that time?

MR. TREZZA: Fine.

CHAIRMAN BURKHARDT: Twelve forty, Mr. Townley.

MR. TOWNLEY: Fine.

CHAIRMAN BURKHARDT: Well, we must get on. I now have quite a number of people signed up for the public testimony, and I therefore suggest after you ask your question,

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we have a five-minute break so our secretary can get a little rest.

MR. LERNER: I would like to ask Mrs. Teachout just to tell us a little bit about your library. Apparently this is one of the very few libraries on the Reservation from all the testimony we have heard. Who are you serving? Are you serving kids mostly, are you serving adults? If so, what are they asking for? Can you tell us what you are doing and what you are trying to do?

MRS. TEACHOUT: Well, we are serving everyone in general in the community. It is not all children. It is adults, and other than that we never had a library in former days. They had a community library in the basement of the Courthouse and no-one ever went down there. It was sort of condemned because we didn't have anything in there to really read.

We have over 150 subscriptions to different newspapers and periodicals, and we carry Indian papers and magazines and everything, and we serve everyone in the community. The instructors even come in there and people of all ages come in there.

We also have a video tape, but this is in another section of the Reservation. We have four libraries. There is one in Cannonball, one in the Bullhead District, and one in the Little Eagle District.

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We have a librarian aide there serving, and they have story hours for the children in the mornings and serve them, show them film strips.

They also do recording on video tape there. We don't have extra machines and extra help. Even if we had them in Fort Yates I couldn't because I am all by myself now. At present this is how bad things are for us there, because we haven't hired a -- the community college Board, the acting Advisory Board right now, I mean they are an Advisory Board and they are doing selecting, and they would like to try to choose someone of Indian origin with a Library Science degree if possible, and so it has been since July since the Coordinator left us, and I have been there alone.

In order to come here there was a program that they called Tribal Welfare Employment Program, so I had a girl. This is how badly in need of help we are, qualified help, and so this girl is there taking care of the library so it can be open. We are unable to stay open in the evenings. We used to stay open two nights a week and Sundays, but since I am alone there, it has been impossible. I have been keeping it open from nine to five on the weekends. This girl is working there now just checking out books. I showed her how to check out books and check in periodicals and just keep the library up, that is all. She is doing it right now.

MR. DUNLAP: I was delighted with your phrase

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"Cutting white tape."

CHAIRMAN BURKHARDT: Thank you, Mrs. Teachout.

I think we will have to have --

MRS. TEACHOUT: Could I state one more thing. I am not any technical person like I said. It is from experience that I would like to recommend that some sort of a national program of library services for the American Indian be developed or set up by the Federal Government or library science or whatever, something to study this because we do --

CHAIRMAN BURKHARDT: As a separate service or as a part of the national program?

MRS. TEACHOUT: I think in order to get the training and staffing and stuff, this is what our main problem has been.

CHAIRMAN BURKHARDT: Thank you.

We will take five minutes, and I really mean five minutes.

(Whereupon, a short recess was taken.)

CHAIRMAN BURKHARDT: The Commission Members will not be taking any lunch recess. One or another of us will disappear for a few minutes in the course of this. That's because they are going to get a sandwich next door.

Our next witness is Mr. Warner. Mr. Warner, would you take your seat and I want to remind the Commission Members that we are now about an hour behind schedule. As far as I

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can tell we have got to make that up somehow, so we are going to have to steal a few minutes from each person in order to be fair, which means restrain yourselves and ask pertinent questions that can be answered briefly.

All right, Mr. Warner?

MR. WARNER: I am Mr. Warner, a retired university teacher who finds out that when you retire you go on working.

I find myself very interested in education and libraries, how they connect with children, because I firmly believe that some of the libraries are turning children off. I am bothered by this because I see the library is a place to do an assignment. A library is a place where one will copy something out for one's work.

I firmly believe as I mentioned on Page 2 of my report that reading can be enjoyable. It is amazing when libraries do take that approach and set up their rooms for children, not for what we think children want, but for children, what will happen when children come to visit libraries.

I am very much interested -- in my report I have walked into a situation that I didn't think I was going to get into which is a low-income housing unit dealing with Mexican Americans, predominately in this case Anglos, Blacks, and also American Indians, and I can certainly agree with Mr. Horse and Mrs. Teachout when you see what happens when

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children come from a Reservation and start to adjust themselves into a town the size of 70-thousand which is Boulder, Colorado. The problem here, I think, is that we have been successful in taking these children to the library once a week and the surroundings are such that they enjoy it. They are enjoying the books from a library which we call trade books where instead of using the classes naturally will use text books, and I am very, very anxious that libraries get out to the children and find new and interesting ways to do so.

Also from the standpoint of a university teacher, I have discovered that university students begin to dislike reading. They certainly are literate, but they dislike reading, and they turn away from reading. This has bothered me very much since I taught English Literature for a number of years.

I also believe it is an extremely important issue, as you go around the world, that you emphasize and see where you can get the child interested in libraries. Libraries are an important part of a child's life.

I lucked out in being brought up in a small local town where there was no library. My father and mother simply had books, records, art objects around so that not only myself and my friends had at home a library. So, I came about reading as a pleasure and I am still there, and I am accenting

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this.

This is a rather sophisticated source of education. It ties in with the British system of open education. It is not one of these places where you throw books around and tear them apart. It is a place where you get the child, as they say, hooked on the book, and it is amazing what you will find. I have tried to give you some examples in my report.

CHAIRMAN BURKHARDT: You did very well.

MR. WARNER: I am also very interested that the libraries don't become just separate units in a city; that they take advantage of other parts of the city. I have stressed some points that in where I work you would call it a learn-place center. That sophisticates it, it takes a lot of work.

CHAIRMAN BURKHARDT: Mr. Warner, in your paper it is clear that you did get good support from libraries --

MR. WARNER: Oh yes, sir.

CHAIRMAN BURKHARDT: -- once you got used to this. The problem I had, I was terribly impressed with the way you went about this and the kind of results you seem to be getting. How can you generalize this so that it becomes kind of a program without people like you and your attitude toward this thing? Are we going to make available so that other people will know how to go about this?

MR. WARNER: I hope as you gather material through

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the country that you get ideas -- I cut this down considerably -- and you will be able to be a clearing house of ideas. You cannot do this by methods. I learned early in my educational career that my method is not your method. You can get ideas from remarkable good books that give you ideas; it does come back to the kids who will seek the ideas. For instance, I have gotten many ideas from talking to our librarians in Boulder, what books to use. One book for me, for instance, Sandak's, Where the Wild Things Are, might shock the parents of very young children. It doesn't me. The kids go for it. I have read it hundreds of times and they have read it to me. So, you ask me how to take that, I would have to take a long time on that. I do emphasize ideas over methods. Methods are what educational schools put out and that's almost the end of something.

CHAIRMAN BURKHARDT: You do believe it can be transmitted?

MR. WARNER: Yes, it can be by having -- well, yes. It definitely can be.

CHAIRMAN BURKHARDT: Lou, do you have a question?

MR. LERNER: My question is, I am on the Board of the Library in Chicago, and we have opened in every low-cost housing project a library in every single one. We call it however a reading and study center.

MR. WARNER: That word "study" is a tricky one.

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MR. LERNER: We find the bulk of the usage of the library is by students who come there because they can't get any work done in their house.

MR. WARNER: Yes, that is very true.

MR. LERNER: Is this your experience here or is it more active -- it seems to me that your program is a much more active program?

MR. WARNER: I know that my students don't have places to study, and I certainly hope that when you set up a library as you are doing that you do have a place, a room for instance, for study but there is also a place where students can learn not just to get an assignment, a place to come and relax. You see I am worried about the study. I have been through it, so have you. It does turn off a number of students who are potential drop-outs and who are really good minds, so you have to come at it from the other angle. Say you are not going to the library to study.

I will give you an example. We caught a trout, we gutted it, and so the next time the kids say, "Where is the book on the trout?" We have books, children's books. He was learning about the trout and the various things about trout because he wanted to learn. This, of course, ties in again with this idea of education.

CHAIRMAN BURKHARDT: Sounds very much like progressive education. The reason it didn't do too well was because

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it was too hard.

MR. WARNER: Yes, it is too hard and it, and it takes a certain kind of sophistication, but it doesn't mean that it --

CHAIRMAN BURKHARDT: The idea is good.

MR. WARNER: In fact, I am saying it is much better coming around this time than it was in the 20's.

CHAIRMAN BURKHARDT: Allen, you have a question?

MR. TREZZA: I would like to point out one of the difficulties of this kind of program when you get into a housing development like the one we tried in Peoria, for example, you can't get enough space to do the kind of things that you are talking about; that you get one room and that is for everything, studies, noise, tape recorders, the works. We can even rent the space, but they didn't have it. So, part of the problem of getting into these housing developments is that it is overcrowded already. They can hardly make the space.

MR. WARNER: When we were setting up this low-income housing development which is the largest one we have, 150 units, I talked to the people who were setting it up and said, "You are just creating another slum." I firmly believe this. You can provide housing, but if you don't provide something for those children to do, you're going to be in for it and you know this.

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CHAIRMAN BURKHARDT: Mr. Warner, I think we must move on, but I would like to encourage you to write your experiences up and get a little document out on that. I think you would find a publisher for it.

MR. WARNER: Thank you. I do hope some way or other your Commission will be able to collect ideas. You have started me off and I would like to go on for a long time. Thank you for asking me.

CHAIRMAN BURKHARDT: Thank you.

Is Mr. Frye here now?

Mr. Frye, do you want to introduce yourself and give us any preliminary statement you would like to make. We have your written statement and we have read it.

MR. FRYE: All right; I am Robert John Frye. I go to Denver South High School and I have brought a friend along with me. His name is Brian Schultz and he also goes to Denver South High School, and I can't really think of any other introductory remarks.

CHAIRMAN BURKHARDT: We have read your testimony. You apparently -- how did you get to working with the computers at Denver University? How did that come about? You are apparently there because you are deeply involved in that project.

MR. FRYE: Well, it started in eighth grade. My science teacher told me that a friend of his who works over

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there, he is a professor, he said that he is giving some short classes in computer programming and if I wanted to I could come along and try it, because he knew I was already interested in mathematics and electronics.

So, I went over there one day and from then on I just went.

CHAIRMAN BURKHARDT: I think the point your paper made to me at any rate was that the school libraries for one reason or another either because of sheer load or the time problem aren't adequate to provide the resources needed by the kind of assignments that students get, and then they have to go to other resources which aren't geared to the school situation, and consequently the students end up in a series of dead-ends and frustrations. They can't get the kind of material that really they would like to have, but they end up by being demoralized.

MR. FRYE: Yes.

CHAIRMAN BURKHARDT: Do I understand you correctly?

MR. FRYE: Yes, it is a pretty true situation. Occasionally for some reference papers, more in the line of social studies, social sciences, the libraries will be adequate. But, usually they are not adequate enough.

CHAIRMAN BURKHARDT: Don't the teachers -- they must be aware of this situation? Are they making demands and pressing the school authorities to do something about the

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fact? They make research papers part of the learning process, but they don't give them the conditions in which to do the research. You would think they would be interested in providing the conditions as well as making the assignments.

MR. FRYE: Well, I don't know what the teachers have been doing in that way for the administration or asking it of the administration. But, I would think that there is some effort to develop better libraries. I think the main reason that the libraries are inadequate is because of the, usually there is no load on them really, and then when a teacher assigns a research paper, especially if several teachers assign one at once, then there is a tremendous load suddenly on various libraries.

MR. TREZZA: The usual problem of coordinating the teaching with the resources. One of the difficulties school librarians always have with teachers in that they don't warn the library to prepare for the demand that is going to placed on it.

One of the points of your paper that I was interested in is the fact that you do have the capability and the privilege of using other libraries in the area other than the public library. You have the University of Denver. You made the point that you are not sure how. That's pretty usual. Can't your school library borrow the material through an interlibrary

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loan? Have you ever tried that idea?

MR. FRYE: No, I haven't. I did not know that the interlibrary loans were possible until I was invited to speak.

MR. TREZZA: It is not always possible, but it may be.

MS. WU: I have a little comment on your suggestion. There is as far as my experience, from my experience, usually the public libraries do not have interlibrary loans with the school library. However, the school librarians could go to the public libraries and borrow a big quantity of books on a special teacher's loan. I wonder if this is true with your area? Does your school librarian have any, how is the working relationship between your school librarian and your public librarian? Does she or he contact the public library for certain materials in order to be able to fill your needs for your assignment?

MR. FRYE: I am not sure about it, but I think that the librarians will do that only, either on a very special student request or on a special teacher request. I don't think it is done normally for students coming in and they can't find the materials. I don't think that is normally done. I think it has to be a special type of request.

CHAIRMAN BURKHARDT: Brian, were you the friend who did the computer program helping librarians or was that

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still another friend?

MR. FRYE: It was another friend.

CHAIRMAN BURKHARDT: Right.

MR. CASEY: I will tell you the experience of some school districts. As you know, teachers know from the beginning of the school year to the end which term papers they are going to ask for, which research projects they are going to ask the students to do, and so forth. The teacher will give that list to the school librarian and a list to the public librarian, and then the school library and the public library can get extra books when a certain assignment is coming up. So, here we are in September, the public library knows that the first of December that all of the students have to have a certain paper on Shakespeare. So, the public library through an interlibrary loan brings all the books for that given area. There may be 20 books in the library in that time, and then all of the students have access to the books. After the paper is done the first of December, the books are returned to the original libraries throughout the state where they were borrowed by the public library. I think to some extent the school librarian may do that. If your school administration is not doing that, the administrator may ask each teacher who requires research projects, term papers, that those lists be turned over to the school librarian and the public librarian and they can

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have enough books for you when your papers are going to be due, or maybe four weeks before the paper is due.

MR. LERNER: Dan, our experience in Chicago, for example, is to get the public school system to cooperate with the library is an absolute impossibility. They will not do anything. We have found this out in our testimony here as well. The public school will not deal with the public library.

MR. CASEY: They are having the youngsters.

MR. LERNER: They do anyway.

MR. TREZZA: Brian, would you like to make a comment on these problems?

MR. SCHULTZ: I would like to say, if the public schools in the Denver Public School Libraries can't get together on some interlibrary loan in books, I was wondering just the books that the Denver Public Schools borrow from the Public Libraries, if they could be loaned out for a longer period of time also, because I know many books at school that I have needed could only be lent out for one night or over the weekend. Like a term paper that takes a little longer time, and you may want a book longer than one day or over the weekend. So, I was just wondering if this could be done? Would it be the same process as in the Denver Public Schools?

MR. TREZZA: It can be done, it is up to the

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librarians to work it out. My suggestion from the student viewpoint is for a group of interested students in that school to form a little library committee and kind of sit with the school librarian and where you can make sure that he or she is aware of the students' problems, and then pressure her gently to help you resolve them. Nothing works like student pressure as we have learned, properly applied. So maybe what you want to do is to get some of your fellow students together and try to come up with two or three big problems and see if you can get them resolved. The State Library would certainly help coordinate if they had to, the University Library, the Public School. It has got to be a combined effort, because no-one can solve everybody's problem, but by working together hopefully you should have access to anything you need.

MR. SCHULTZ: That is a very good suggestion.

CHAIRMAN BURKHARDT: I must now ask your indulgence and move on. We are a bit pressed. Thank you for coming, it has been a help and kind of a refreshment to hear from you.

MR. FRYE: Thank you.

CHAIRMAN BURKHARDT: We will now go into the public testimony, and the public testimony has been set up in such a way that we are allowing 10 minutes. Now, there is no written testimony for the public testimony, obviously,

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so the people who come up ought to take the first two or three minutes to state what it is that they want to get over to us, and then use the rest of the time for the questions.

Mr. Williams of the Wyoming State Library.

Mr. Williams, you are the second Wyoming witness we have had. Welcome. You are Director of the State Library, are you?

MR. WILLIAMS: Yes, I am the State Librarian.

Mr. Burkhardt, thank you for allowing me to take a little of your time this afternoon. Perhaps, it should be said that all Commission hearings should have at least one crackpot to come forth, and I hope you won't consider this necessarily in this vein. However, --

CHAIRMAN BURKHARDT: We sometimes get them without planning.

MR. WILLIAMS: One thing that the Commission must address itself to is the provision of equal access to information for every citizen of the United States. This means providing the moneys to remove those barriers to access, geographical, political, historical, and social. One of the predominant reasons for not loaning materials to other than those who provide the tax support for the library is that the lending organization has no insurance that in the event of loss, that it would be in any way compensated for that loss.

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This is over and above the fact that large centers of information, for example, universities and metropolitan libraries feel put upon, that is they are asked to provide more service than they get back, again with the rift of loss. This spills over, especially in the access provided to out-of-state visitors who spend up to two months on vacation and are stimulated by what he sees, or seeks to gain more information regarding the state in which he is visiting, or to provide himself with information on his activities. For example, fishing, hunting, boating, skiing, photography, et cetera.

Even the use of interlibrary loans is jeopardized by the fact that if a book on loan is lost and the patron is not able or available to pay for it, the borrowing library must pay for it out of its own budget. I have inquired as to the willingness of the librarians in my state to provide service to out-of-county or out-of-state citizens, and find a desire to serve them provided a means could be found to guarantee them a reasonable chance of having the books returned to them, or else being compensated for them.

While I am aware that the mechanics of a national loan policy would have to be worked out, the provision of a national book insurance underwritten by the Federal Government either through a commercial national casualty insurance firm or the granting of funds to provide this at the state level, with the state contracting the insurance protection.

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As a side, I have studied this with state librarians who are here today and I find general agreement as to the needs of such to break down the barriers to national service.

CHAIRMAN BURKHARDT: You would have to have good statistics before the insurance companies would be willing to take a risk. It happens on human beings. The death of a human being is a statistically easy thing to calculate, but the death of a book is not.

MR. WILLIAMS: I think the majority of losses to libraries are theft rather than from nonreturn of materials. Once you have signed up for a piece of material and you take it out, you seem to have both a moral and legal obligation to bring it back.

I am thinking more in the line of breaking down both psychological and financial barriers to the physical loaning of a book. If I am going to loan it to you, you are not a member of my community and you don't support my library, then I want to have some assurance that if you abscond with it or if you tear it up or if you throw it away or if I never see you again, that if I make an effort to get the book back, whatever reasonable effort this might be, that I will have a claim, if you will, upon a form of insurance.

MR. TREZZA: That is one method that one state uses

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quite well, and they have got the system to do it. In our state you are simply given a card in library one, and if you abscond with the book, then your parent library through a system pays for it and guarantees that the lending library is assured of that support. That's really the best way and the cheapest way to do it within the state. In other words, the other libraries who are going to take advantage of your beneficence reimburse you. It is a lot easier to handle, and a lot less bookkeeping, and cheaper.

MR. LERNER: His point is very well taken, if you are talking about going across state boundaries on an overall basis, set up a national library loss insurance corporation. It is a very useful idea.

MR. WILLIAMS: I think the underwriters insurance people would be glad to come up with some actuary or statistical data determining what the rates might be.

CHAIRMAN BURKHARDT: Have you got a guess about the rate, let's talk about theft because apparently there would be statistics on theft right now?

MR. WILLIAMS: Well, yes, and most libraries in and of themselves have insured their own collections against fire and theft and this type of thing, or they are putting in methods of trying to determine how to get the book. You can't take it out because it thefts something off, rings a bell or something, but I am thinking more when I am visiting

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in New York City and I want a book, a guide on New York places to see, and I don't want to spend the $5.00 to go buy one. If I could go to the New York Public Library and borrow the book, and in the event that I put it in my brief case and forgot to take it back, that I could either give it to my local library and they would send it back to them or if I was unprincipled to the point that I took the book and left the state with it and decided not to return it, that the New York Public Library could check someway to find out if I had any method of returning it to them and perhaps to take it from there. As I say, it is the formation of a concept.

CHAIRMAN BURKHARDT: It is worth playing with. One more question. Andy? I want to introduce Andy Aines, newly arrived member of our Committee. Do you have a brief question?

MR. AINES: In effect, the premium is going to be paid by whom?

MR. WILLIAMS: The premium is guaranteed either by the Federal Government or if the Federal Government would feel such that they would want to go into the states and have the state negotiate on a contract basis, maybe the state itself could get a lower premium on the insurance for that state. For example, Wyoming has 328-thousand people -- by the way, that's three per square mile rather than 12 -- but if we were able to negotiate locally, it might be advantageous,

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cost advantage to us to have it done that way. In order to have you have in essence a national library card, where you could go into any state and borrow any book from any institution with the idea that they would be able to be compensated for it. This breaks down a lot of barriers to people who say, "I am sorry, you haven't lived here in our community for six months, so you can't have a library card," or, "You are of state and we don't serve out-of-state patrons because you don't pay taxes in our state."

MR. AINES: Why can't you have the visitor pay for that premium?

MR. WILLIAMS: I don't know how you would be able to insure enough money initially.

MR. AINES: All he is paying for is the cost of insurance. Somebody is going to have to pay for it sometime.

MR. WILLIAMS: Let's say I have to pay my insurance premium the first of January, and my insurance is $15-hundred, and then I have to hope that I go in and get enough people from out-of-state, and then I have to kind of assess the first man who walks in after I pay my premium and say, "Now, am I going to charge him the $15-hundred, or is there going to be somebody else during this year that's going to come in and want to borrow a book?" How do you set a figure?

CHAIRMAN BURKHARDT: Pay it in advance. When you rent a car you pay an insurance premium and you get it back.

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MR. AINES: Return of the book.

MR. WILLIAMS: You have got a one-shot deal. When you rent a car, you rent the whole thing.

CHAIRMAN BURKHARDT: We can't settle your plan. It is a good start, and I thank you very much.

MR. WILLIAMS: Thank you.

CHAIRMAN BURKHARDT: Mr. Blumenhein?

Mr. Blumenhein, if you will introduce yourself please and tell us what is on your mind?

MR. BLUMENHEIN: My name is Bob Blumenhein, and I am from Loretta Heights College. I am connected with the University Without Walls as a student and as a staff member in the administration office.

I just preface what I am going to say, that I am a high school dropout, and I am in the process of completing my degree at the present time, at 40 years old, through the University Without Walls. So, I am kind of excited and what I am going to talk about is related to the community and hoping to get other people involved in alternative education in the way that I did.

At the present time my main concern is, after reading a book called Diversity by Design by the Commission on -- well, I had better check that.

CHAIRMAN BURKHARDT: Sam Gould's Committee.

MR. BLUMENHEIN: He recommends a nontraditional

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study, and one of the things that was mentioned was using the community, using libraries as information and resource centers, and they said this is the kind of thing that we should begin to use in the future instead of trying to build new facilities and things like this.

Part of one of my projects that I am working on with contacting the Denver Public Library and up to this point they have been extremely helpful and I am in the final stages of trying to negotiate something through Mr. Sheerhouse, something to set up in the future as a pilot project.

But, the thing I am really concerned about, in the last eight months working with the University Without Walls, I have talked to a number of people, who, when you talk about nontraditional education or alternative education and ask them where they hear about alternative education and the alternative education terminology, not once was the library mentioned. It was by a friend or an article they read somewhere, and my concern is that alternative education being what it is at this point in time and a growing thing, we need the communication center, and if someone comes into my office and tells me they heard it from a friend, and someone right now asks me where to go for alternative education, I would say you can start with me and then I can give you a number of resources. But, I don't reach the whole community, and the idea of the Denver Public Library really starting as a one school to

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begin to inform people about programs and alternative education on a pilot basis, and then involving other colleges and other organizations later on throughout the network of the Denver Public Library system, and then move on from there.

CHAIRMAN BURKHARDT: There would be a formal plan of utilization of libraries in the University Without Walls?

MR. BLUMENHEIN: Right.

CHAIRMAN BURKHARDT: Formalized between the university and the concern?

MR. BLUMENHEIN: Right. At the present time there is no money involved. I figured it out, I will be the first volunteer to be either at lunch hours or at certain times or evenings using space provided by the library -- telephone, desk -- and using the library system, their communication system to kind of piggyback, so they can communicate with the community at large and being a large metropolitan area where you might have a couple hundred thousand people coming in to work every day, you are reaching other segments of the community that you might not normally reach.

As someone mentioned earlier, the evening is a difficult time for some, lunch hours is even difficult for some. It is according to whether the library is open or isn't open. We are trying on a small scale to reach the community at large whether it is for our institution or any

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other institution to begin to help people think about alternative education.

MR. TREZZA: With growing interest in alternative education and using libraries in the last year have been tremendous. In Chicago, for example, the State Library of Illinois with Chicago and the City College of New York had a cooperative project called "Studies Unlimited," which is exactly that, and they have got so many students that they can hardly handle all of them.

Meanwhile, the state set up a concept called, in our case, "Lincoln Open University," which has the ability to give credits and degrees, but doesn't. These specific institutions are working right now trying to develop for these three different areas of the state pilot projects based around the public library with the existing academic institutions in the area. In this coordinated fashion on this whole alternative education program it cannot work unless they have library resources to support it, and that's why they are turning to the library on that.

I think you are absolutely right, this is an exciting place to go.

MR. BLUMENHEIN: The Denver Public Library has been so cooperative up to this point that it is kind of exciting for me to continue the program. I have been made aware of things that I wasn't aware of before, but there has been talk

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also and I am sure some of the people from the Consortium, the Colorado Consortium of Higher Education might be, as has been mentioned, setting up a center, a counseling center, for colleges to talk to many students, and one of the things that the colleges recommend is that the facility be accessible to a varying kind of people. I am concerned a place like the public library is more accessible and more amenable to peoples of those backgrounds to use as their starting point.

MR. TREZZA: The problem is the articulation of credits, for example, of whether the central agency trying to do all this can convince all the institutions in the area that they will accept your credits whether they took this alternative education course through one institution or that institution, your requirements -- say you have to have 30 credits on campus, all kinds of problems, and the public library is such a logical funnel for this information for providing the information, not the experts to do it.

As we said earlier on the reference project, the library provides the information not the answer. You have got to get the proper agencies or specialist.

MR. BLUMENHEIN: The other thing I am concerned about, time being of essence, is that something like this gets started fairly soon. If you are telling me that in Chicago --

MR. TREZZA: Illinois.

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MR. BLUMENHEIN: Illinois, this is already going, it is exciting to see that it has been started someplace, but you have to work with committees and boards and things like this. They will find all kinds of reasons to say, "You are a private institution being with one college and if we do this for you, maybe we have to do it for everybody else." I am trying to work almost as an ombudsman for something of this nature to be just not looking for people for our institution. We have quite a number to serve right now, but to be able to refer to other areas.

MS. MOORE: I am sorry, Mr. Blumenhein, but the Chairman has left strict instructions on how I was to behave in his absence, and that meant that I should now call time and ask for our next witness.

MR. BLUMENHEIN: Thank you.

MS. MOORE: Thank you.

Rowena Swanson.

MS. SWANSON: My name is Rowena Swanson and I am a professor of Library and Information Science at the Graduate School of Librarianship at the University of Denver. I wanted to take this opportunity to reinforce the testimony that I have already submitted to the Commission with respect to continuing education.

This matter of education has been raised a number of times and I think certainly some of the answers with respect

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to some of the questions that the Members of the Commission have been asking with respect to continuing education programs certainly haven't been answered in a way that I thought was sufficient, and I think there are reasons for this. I am working rather actively now through the special interests group on education for information science of the American Society for Information Science to try in the absence of funds, which we know are hard to get or in some cases nonexistent, to try to marshal our own human resources, those who are in education and who are quite concerned about the development of education packages, to do what we can do if needs be without funding at least for a while to develop different kinds of packages for different kinds of people to try to satisfy needs.

There is one item, however, that I would like very much to stress. I wasn't originally a teacher, and I have only been a faculty member for four years, but I think I have enough experience to know that it takes a tremendous amount of time to develop course content whether it is for a one-day workshop, a two-and-a-half day workshop, or a quarter, or semester, or a year, it takes an awful lot of time to develop content, package it in such a way that it will be substantively useful to whoever it is that is supposed to be the recipient of the education package.

I am personally concerned, I can't speak for the

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school and I can't speak for the ACC members, just for myself, but I am personally concerned about that which is called workshops. It seems to me from observation that a lot of that which is now going under the name of workshop does not at all teach. Workshops are consisting more often than not of collections of people who are asked to speak on certain topics that they may or may not be familiar with, but the entire format of the so-called workshops does not inform adequately and does not give an opportunity for people to have hands-on demonstrations of what it is that one is trying to convey by way of the education so that the people leave these experiences knowing something.

Now, I think we need continuing education of professionals, of technicians, in our libraries or all our information centers, and I think we need continuing education also with respect to the value of information as well as various sources where information of different types is available for our general public or whoever our particular clientele are.

So, it is an entire gamut of education that I think is desperately needed, and I didn't give lip service to this word, I take it extremely serious. Education is a time-consuming process, both to develop with respect as to content as far as the educators are concerned, and it is a time-consuming process on the parts of various recipients

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to receive and to digest and to understand what it is they have received so they can adapt their behavior. I don't say change. I am not that hopeful. But, the needs to adapt their behavior, to take advantage of that which is communicated to them.

I want to stress the need for real education programs and simultaneously to stress that the development of real education programs is a tremendously time-consuming task.

I know that NCLIS has addressed the education needs and more particularly the continuing education needs in the NCLIS reports and I was very, very happy to see this. What kind of support can NCLIS give us? I just don't want to say, "Gosh, we need the money." Everybody needs money. Moral support, if nothing else. We in the special interest group, we are going to try to coordinate as best we can at least those efforts of educators that are ongoing or planned. If we can have a somewhat wider reach among various members of commercial firms who are in the field, who want to enter the field, we will have a wider reach.

MS. MOORE: May I interrupt you to say --

MS. SWANSON: Yes, I think I am done.

MS. MOORE: That's what I wanted, in order to give some time for some questions.

MS. SWANSON: I am done.

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MS. MOORE: I would like to ask one myself and then throw it open to the others. Given the limited amount of time which I am familiar with in service education programs in colleges and universities and the public schools --

MS. SWANSON: Yes.

MS. MOORE: -- well, simple libraries, but given the limited amount of time a person may have to do this kind of thing, if they have say only a day that they can spare, only three weeks they can spare, what would you substitute in place of having some sort of --

MS. SWANSON: I don't say substitute. I think you have to live in the real world and the real world says that people have a day to spare, perhaps only a Saturday. If they had two-and-a-half days, gee, wouldn't this be wonderful. No, I don't say substitute the time format, but I do say give quality education during that period of time so that the person will go away knowing something more than he did before rather than just being talked at. Develop that content.

MS. MOORE: You are saying give very careful consideration to what you are going to do?

MS. SWANSON: Precisely, shoot for quality of content in anything that is going to be given the label of education, not just junk, not just flippant talks.

MR. TREZZA: That is not something that the Commission can really do much about. That is in your hands as

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educator. You after all influence.

MS. SWANSON: Of course, it is.

MR. TREZZA: All we can try and do is try and urge that there be good continuing education.

MS. SWANSON: No, not just urge that there be continuing education. If you could stress the need for quality, quality of content, quality control, and begin to incorporate those terms as well as need for continuing education. That you can do.

MR. TREZZA: But the Commission tries to implement the report that you referred to called CLANE. I never remember what C-L-A-N-E means, but anyway it is a national network for continuing education, hopefully some of what you said can be considered. There is a conference scheduled in about a month at which time they are going to talk about how to take that report and see how they can implement it and perhaps a lot of what you said can be taken up at that time.

MS. SWANSON: We stress quality as well as quantity. Every time we talk about education, whoever is talking about it has got to stress quality, not just, "I've got another workshop here."

MR. TREZZA: It is subjective?

MS. SWANSON: Up to a point it is subjective.

MS. MOORE: Mr. Aines?

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MR. AINES: How delighted I am to see you.

MS. SWANSON: Thank you, I am delighted to see you.

MR. AINES: I think that everybody agrees with the direction you are pointing. You indicated that you want some moral support --

MS. SWANSON: Can we get money?

MR. AINES: You just go from one to the other very quickly.

MS. MOORE: We can't even get money ourselves.

MR. AINES: The question I really have for you is one you might want to try to answer. If we are going through the kind of changes that in effect makes a knowledge worker, makes a mandate for a knowledge worker to update his or her educational capability, why isn't there a grass roots movement on the part of these people?

MS. SWANSON: The workers themselves?

MR. AINES: Yes.

MS. SWANSON: Andy, if you don't know what you don't know, then you don't know what to ask. Now, with respect to library network resource sharing, maybe in some areas of the country you won't finish as much as you finish in other areas of the country, and one might ask the question "Why," and my testimony mentions this or alludes to it. If people don't understand at a working level the technologies and the potential and actual accomplishments of resource

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sharing, they aren't going to get involved at more than a lip-service level in actual projects that can affect any of this thing. It is an unfortunate vicious circle or chicken egg situation. You have to begin to have a little bit of knowledge, and little bit of experience to realize how much it is you have to learn and understand. If you start from absolutely nothing, you don't know that it is out there to acquire. Now, this of course is a problem with our potential clientele at libraries, the nonusers, they don't know that something is in a library, so it doesn't occur to them to go to a library. Hopefully, perhaps some of the programs that we will have with our satellite that are here, at least the satellite will give us an opportunity to start, will begin to educate people on the fact that even there are information resources as well as where they could possibly go to get access to these information sources. Total ignorance is really total darkness, and it is only until you open up that door a little bit that you know there is a light beyond that door.

MS. MOORE: That's a good closing statement. I am afraid that concludes your time and we will have to move on. Thank you so much for appearing.

Next we have Ethel Crockett.

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AFTERNOON SESSION 1:05 p.m.

MRS. BESSIE B. MOORE: Mrs. Crockett, before we start, would you rather take the full ten minutes you are allowed, or would you rather take part of it and then let the Commission ask questions?

MRS. ETHEL CROCKETT: I would rather take part of it. I hope to have very brief comments.

MRS. MOORE: All right.

MRS. CROCKETT: First of all, I would like to make a further comment in response to the question one of the Commissioners asked this morning, why are the State Librarians involved in the WICHE Library Council rather than academic. I couldn't see from where I was sitting who spoke.

Number one, I think the State Librarians are very good people to be involved with, because they are at the center of State activity. Information flows in and out of the office, and they are natural coordinators for their States.

Second, I might say that we have representation here of California Academic Libraries, and what I really want to tell you about now is in the way of information, and it will tell you why academic libraries are here.

For some time the California State Library has been planning to convert the union catalog of some 82 libraries in the State - 78 are public libraries - into a machine readable form. We have close to three million records, and believe it

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or not, these are still handled manually, and we receive some 30,000 items a month. We have earmarked some LSCA funds to pay for the initial cost of making this conversion. I'm not at all sure that we will convert all thirty million items just because of the high cost and the low use factor. However, in reviewing our needs at the State Library with the catalog, I also thought of the University of California's great needs. There are nine campuses. They receive some 30,000 items a month, and they are operating on a manual basis. The State Universities and colleges with nineteen campuses receive some 40,000 items a month. So, it seemed to be most cost affective to ask those great segments of our library world to work with me to see if we could not, without too much further expenditure of funds, get this all into one big machine readable computerized mode, and as a result of that, the California State Library, as coordinater, I, as coordinater, have been meeting with what we call the Intersegmental Task Force, University of California, and the State University and colleges, and Chancellor Dumkee (phonetic spelling), appointed Mr. Ransumwood (phonetic spelling) who is here today to be in charge and represent that element, and the University of California has appointed individuals who are not here today, but will be here for the planning session commencing tomorrow.

Meanwhile, the California State Library has been working with ballots, which is the Stanford Automated Program.

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The result has been that we have developed the LSCA Title 3 Intertype Library Cooperative Demonstration Project which will commence gearing up for the activity, which will begin in January and willrun for one year. During that time, the ballots, which means bibliographic automation of large libraries on on-line time sharing - we will work with them. They will do cataloging. They will have the full mark format. They will produce an allocation file for us, and all of this information will be transportable. If, at the end of the year, we wish to make a change, we will be able to take the tapes elsewhere. There are only two other places to go, because there are only two others in full mark format, the Library of Congress and Washington State Library.

However, the University of California has also invited a proposal from ballots, so it appears that they may, too, have a demonstration project which incidentally, will effect the ballots work with the State Library, because part of that project will to be to produce catalog cards. So, when the State Library asks ballots to catalog cards, it will probably be made in the Bib center of the University of California. So, the circular activity is beginning.

Also, the State Universities and colleges, are interested in working with ballots. They had a proposal last year too late in the year to commence before the end of the fiscal year, but they hope to introduce it again. As you can

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see, the size of the data bank, if we can pull all this together, is colossal. The Los Angeles Public Library, which is one of our public libraries, has 700,000 titles, and the University of California in its most recent type catalog has 750,000, plus another 350,000. We hope that this will be available to other libraries once we get this going.

I see a relationship to what we can do with adjoining States and how we can serve them. So, I think perhaps that if we can mount all this, as we are very hopeful we can, we will be able to benefit other States.

That is the end of what I have to say. Any questions?

MR. LOUIS A. LERNER: How is this analogous to a laymen as to what OCLC doing?

MRS. CROCKETT: I think it would be very similar, except that ballots are in full mark format, and that the information is a accessible through many different indexes, subject indexes, and/or etc., etc. Ballots also have what is called SPIRS, Stanford Public Information Retreival System, which means you can look at the "catho-ratio" and see what is there, but you cannot input. We expect to put this in a number of public libraries throughout the State so that they can use it for catalog information, and so forth.

MR. LERNER: How many terminals do you expect to have.

MRS. CROCKETT: Initially in the State Library we will have two terminals for input and output. In the State of

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California, initially, I haven't really decided. We have three written into the contract, but I am thinking about eight.

MR. LERNER: Obviously, you could expand that if the system becomes more successful, you can expand that to dozens, in fact.

MRS. CROCKETT: SPIRS can be used by any number, and many libraries are using it now. As a matter of fact, it costs only $3.50 an hour for anyone who wants to contract with SPIRS to look at it. So, for $3.50 plus a line charges and the terminal, any library right now can look at SPIRS.

MR. LERNER: Have you coordinated this in anyway, Mrs. Crockett, with any of the neighboring States so that they have a feel of what you are doing and can use this service from California?

MRS. CROCKETT: Joe Anderson of Nevada State Library knows a great deal about it. We are in close contact.

MR. LERNER: Nothing formal?

MRS. CROCKETT: Nothing formal. Washington State Library is very anxious to cooperate and work on this too.

MR. LERNER: Thank you.

MR. AL TRAZZA: With LCOS being the largest single cooperative data base in the country, would their level, not being what you call full mark, and there is no such thing as full mark except as where we call nearmark which means everything short of authority file, which nobody can do, so it is a constant

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battle. Mr. Kilhcur will tell us he is mark, but he is not, but LCOS has the capability this fall of permitting any of its subscribers to input in near mark - is the term I use - and get it back later if it decides to withdraw. In the past you couldn't. You have the ability if you are going to have, for example, if you want to withdraw later and interphase with Washington, you can do it. It is not possible if you want to do it. There is a problem of most libararies don't want to go through the extra cost in terms of time to do it. They are given an amount, in other words, and they take it. This is one of the dilemmas nationwide in order to interphase.

MRS. CROCKETT: The ballots system does things for us that the University and State University are interested in which OCLC does not do. For example, there is a circulation system. There is a serials control which is under development. I think it is at OCLC. Acquisitions - the acquisitions program is there with claiming ability, and they are right there in California, and politically in California right now it is wise for us to stay within the borders of our State.

MR. TRAZZA: It is ideal.

MRS. MOORE: If there are no further questions, I think we better move on, and I will report to the Chairman that we have gained someone since he has been gone.

CHAIRMAN FREDERICK H. BURKHARDT: Our next witness is Charles Townley, National Indian Education Association.

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MR. CHARLES TOWNLEY: My name is Charles Townley. I am currently Acting Director of the National Indian Education Association Library Project, and I think what I would like to do is take about four minutes of your time and explain four items, and then open it up for questions.

The National Indian Education Association is a group of Indian parents, educators, and Board Members. It, from time to time, accepts contracts for projects of interest to it which merge with its goal, which is to improve Indian education, access, and ability. One of the contracts which it accepted, the earliest contract, as a matter of fact, is the library project. The library project itself was designed in four phases to ascertain Indian information needs, develop model library programs, and assess the effectiveness of those programs, and three, demonstration sites. The three demonstration sites are the Saint Regis Mohawk Tribe in New York, the Standing Rock Sioux Tribe in North and South Dakota, and who Mrs. Teachout was representing this morning, and the Rough Rock Demonstration School at Red Rock, Arizona on the Navajo Reservation.

Now, I hope that explains very rapidly what NIEA is and what the role of the library project is within it.

The next item was raised this morning, and Mr. Trazza was asking a question about a grant. We wrote a grant under Title 2 for library training for Standing Rock. The initial

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action on it came from a suggestion from our office and the American Indian Education, and that suggestion was taken to the Bismarck Junior College, who acts as a sort of - supposed to act as a facilitator for the Standing Rock -

CHAIRMAN BURKHARDT: Fiscal Agent?

MR. TOWNLEY: Fiscal Agent, right. They were also supposed to act as a facilitator. They said okay, we submitted the contract proposal that was approved, and came back. Bismarck Junior College turned down the contract officially because of an indirect - because of not having negotiated the indirect cost before hand. They would not accept the contract unless an indirect cost was negotiated. As you may know, the Federal Government rarely negotiates an indirect cost on a first time basis with any institution before the contract is implemented, that is, done at the end of the project. Bismarck Junior College was unwilling to do that. Therefore, the project was cancelled.

This is an editorial note only. They have a history of anything that they think they might apply for and get themselves and of not being too happy seeing it go to others. They have tried to get one library project before and were not approved, so I think this entered into the decision making.

The third point I would like to bring up is on the testimony of Mr. Ray Reeze (phonetic spelling), and I think he stated something that - as stated I disagree with - that is, the collections of the most important thing in Indians providing

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Indian Library Service. I disagree. I think it is the program, basic materials are necessary, and I think that is what he was trying to say, you can't have any kind of a library or information program without some materials, but the way he stated it is that is the primary thing. That is not primary. The primary part is in the program that works locally, in my opinion.

Now, lastly I would be willing to answer any questions that you may have. I can answer questions from the testimony of Rick LaPoint, who is our President, if you want.

CHAIRMAN BURKHARDT: Are there any questions from members of the Commission?

MR. TRAZZA: Let's go back to that. There is no way of transferring that contract to someone else without laying it down?

MR. TOWNLEY: No, not at this late date.

MR. TRAZZA: The time frame?

MR. TOWNLEY: Yes, Mr. Stevens had about ten more days left to change that. Otherwise we certainly would have considered that, but they were willing to go with that up until about ten days before the contract had to be let.

MR. TRAZZA: I think that is just inexcusable.

CHAIRMAN BURKHARDT: Well, in affect what you have been doing is answering some questions that were asked before?

MR. TOWNLEY: I hope so.

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CHAIRMAN BURKHARDT: Being no further questions, thank you.

MRS. MOORE: I would like to thank you for the correspondence I have had with you on that.

MR. TOWNLEY: I hope you like that guide that we passed out this morning. It was one of the first things the people asked us out there to do. You might be interested in knowing we went in originally, and this is our third year, and we finally got the thing out, but we went in the first year, and we said, how do you find out about programs, we have people saying we have no access to programs, we don't know where to go, and so we said well, fine, we will just put together a little service guide here, no problem at all. We will have it out in six months at the latest, and local people can do the work. As it turned out, we identified on that Reservation 300 of 6,000 people, 314 independent programs designed to help, whatever that means, the Indian people. No wonder they were confused. We have tried to edit it down to the major ones, but I am afraid we are still short of completeness.

MRS. MOORE: Let me ask you a question. I keep hearing it, and everybody says the Indians want to be served by Indians. Are you Indian?

MR. TOWNLEY: No.

MRS. MOORE: I didn't think you had the physical appearance, but sometimes you don't know.

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MR. TOWNLEY: No.

MRS. MOORE: How do you feel about that statement?

MR. TOWNLEY: I think it is entirely correct, and that is the reason why I am not and prefer not to be, unless my Board demands, that I be Director. I think it is inappropriate in dealing with local communities in particular. Now, you can deal with professionals on that basis, people who are Indians who are also professionals, and I think Mr. Horse brought up that point today, but you get down to the grass roots, and you come across as a non-Indian, and it increases your difficulty by 200%. So, training programs are essential.

CHAIRMAN BURKHARDT: Thank you. Keep up the good work.

Next is Mrs. Gladys Mills, Education Commission of the States here in Denver.

MRS. GLADYS H. MILLS: Mr. Chairman, and Members of the Commission, my name is Gladys Mills, and I am the Resource Center Coordinator of the Education Commission of the States. It is a Denver-based non-profit organization representing 45 States, Puerto Rico and the Virgin Islands, which provides a partnership between State education and political leaders for the advancement of education.

The Resource Center is part of the Research and Information Services Department. Dr. Russell B. Vlaanderen is the Director, and Mr. Wendell H. Pierce is the Executive

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Director.

I presume that you have a copy of my letter of September 6, and I mentioned six areas of concern there. Today I would like to speak to the point of need for National Information in two areas only, and for my purposes I view it as two different kinds of networking, because of different sources as data basis, but I don't propose that we have two separate operations; rather that we in one system have access to these two kinds of information, namely legislative and ethnic.

From staff requests I know that ECS needs the information in order to supply it to all of the states, and there is the acknowledged, continuous need for current information on legislation in the states on both an inter and intrastate basis as we found from the survey which a fellow librarian, Miss Pat Tupper of the Minnesota Department of Education and I conducted in seven states. Our study was reported as a paper titled "Networking; Will It Work For State Education Libraries?" Reported to the Special Libraries Annual Meeting in Toronto on June 11, 1974, and to the Legislative Reference Librarians at the National Legislative Conference at Albuquerque in August. We found that most librarians and information specialists are interested in a well organized, affective network which would make such information available on an easy, quick access basis.

We also know from many requests that there is a

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continuing need for information on and about various ethnic groups, and we know of two studies or programs underway in this area which need more support both financially and public relations-wise.

A study titled "A National Network for the Acquisition, Organization, Processing and Dissemination of Materials by and About Blacks," was initiated by Dr. Eric V.A. Winston, President of Urban Resource Systems, in Haslett, Michigan, and also Mr. Nicholas Gaymon, Director of University Libraries at Florida A & M University, Tallahassee, Florida. It was initially funded by a grant from the U.S. Office of Education, and in my letter I told you this work was funded by the National Science Foundation, and I have since learned that is incorrect. It is not presently funded, and that is one of the reasons I speak to you, because we would like to encourage this project and see what kind of funding might be available to it, and also that there might be a broad dissemination among librarians and information specialists as to the nature of that project, and then I also referred to a computer bibliographic data system to provide libraries, to teachers, and students with information by and about Indians as part of "Project Media" sponsored by the National Indian Education Association, which Mr. Townley was just talking to you about, and we would like to encourage, too, that that group be given the kind of encouragement it needs, because there is a need for this kind of

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information in the education world, and we would ask that you support the three studies that were mentioned in terms of implementation, if you can.

My position has enabled me to see not only the need for these two kinds of information, but to daily experience the present lack of an adequate source or sources either singly or in combination for such information - legislative and ethnic for various educational purposes.

Now, I have more that I can say. I don't know whether you want me to stop at this point.

CHAIRMAN BURKHARDT: Mrs. Mills, have you had a look at our National Program, so called?

MRS. MILLS: I have looked at your program, and I agree with its purposes, and I have talked at great length to Hana Smith, State Librarian in Minnesota, and in the survey we did, we talked with a number of State Librarians, and all of us feel that the program is fine and we want to encourage it, and I am just suggesting that you include in the program legislative information as well as traditional bibliographic type information. I would also like to say that whatever you can do to help the States coordinate networks that would provide this kind of information, we know that it is important. I know there is a private company now which does have legislative information, and it kind of bugs me, frankly, because the information is obtained from the State Government, it goes

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to a private company, and then if anyone wants to use it, they have to buy it back on a private basis, and I feel very strongly the States should be working together to be able to make this information available to all of them on a mutual reciprocal basis, and the states themselves, I think many of them feel that way, but because of the great variations in state structure and expertise, and I have a lot of questions here I will leave with you -

CHAIRMAN BURKHARDT: Isn't this legislative information public information?

MRS. MILLS: It is public information.

CHAIRMAN BURKHARDT: But it is not gathered and made available; it is a business firm that is doing that and therefore they are charging for it?

MRS. MILLS: Right, right.

CHAIRMAN BURKHARDT: Bessie, you had a question?

MRS. MOORE: Yes. I have met Mrs. Mills before in California. I want to ask you a question about your organization which, of course, is one of the most important education groups in the Country, at least I consider it so, and I know others that feel that way about it. I want to know how you, when you prepare your programs for the semi-meeting of the Education Commission, how is that program set up? In other words, how would it be possible for this Commission to be represented at such a meeting so that this national program,

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which you say you approve of, might be presented and have the influence of the Education Commission of the States?

MRS. MILLS: I think from this Meeting I need only to go back and tell them that you have expressed this kind of interest.

One other thing I would like to report to you is that as a result of the survey Miss Tupper and I did, the Minnesota delegation did introduce at the Annual Meeting this year a resolution which commends the work of your Commission, the National Commission, and also recommends to keep informed of library developments and make this information available to the States.

MRS. MOORE: Outside of the governors, the National Governors Conference, I don't know of any organization that would be as influential in helping us achieve our goals as the Education Commission for the States, and I am sure that the Chairman will agree that we would be most happy and eager to have time in our program -

MRS. MILLS: I will report this back, and I think this is a mutual thing. I think that we feel that - as I spoke of - this legislative reference network, and also I encourage you, encourage those people who are working on the networks for information, the Blacks and the Indians and other groups, because this is information that is badly needed in the whole field of education, and when there are groups that

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are working to try to get it, we would like to encourage it.

MRS. MOORE: When and where is your next meeting?

MRS. MILLS: Our next annual meeting will be in Kansas City, I believe, but we will have a steering meeting. There is one scheduled for Denver in December, and I will check into this, and I will make a report immediately and I will see that Mr. Burkhardt and Mr. Trazza are contacted by our Commission. I cannot tell you what they will do, but I will certainly report your interest and the fact that you feel -

MR. MOORE: Since you are with us, it is mutual.

CHAIRMAN BURKHARDT: We would appreciate it.

MRS. MILLS: Yes, and I will leave with you a full copy of our study, which includes the resolution that was passed at the annual meeting.

CHAIRMAN BURKHARDT: Thank you very much, Mrs. Mills.

Our next witness is Juanita Grey with Denver Public Library. Mrs. Grey? All right, Mrs. Grey, would you tell us what you do at the Denver Public Library?

MRS. JUANITA GREY: I am Juanita Grey. I am Community Services Assistant working in the Community Services Department of the Denver Public Library. I would like to take a minute to tell you what our Community Services Department is all about.

For five years Denver Public Library has had a

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Community Services Department whereby we go out into the community to find out what the new needs, library needs of a community might be, bring them back to the library, and then we create ideas, right within this Department, whereby we can meet the needs of the people.

For the last three years we have been reaching out into the areas where you have minorities, the poorer people, non-library users, because of natural barriers or because of psychological barriers, and these psychological barriers will be people who feel they cannot come into the library because of the way they dress, because of their lack of knowledge, and of course, you know the story of the man who does not come because he does not want to expose what he does not know. We have had some very innovative and creative programs through this Department.

One of the most creative that we started about four years ago was to work with Denver Public Schools, because Denver Public Library and Denver Public Schools are partners in education. Once every month the Administrators from the two institutions get together, and they coordinate their needs for the two institutions, whereby we work together to see that the two institutions are served better by the two institutions. So, we went to Denver Public Schools and asked if we might take some of their students from the very poor schools in the neighborhood and set up a tutoring program in the library, because

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we believe that the library is the poor man's university, and we felt we could teach reading right within the library structure.

So, we took 14 boys and girls, and asked for those who had been turned off by education from the high school level, junior high school level up to age 14, and we paired them with an elementary school in that same community of fourth graders who were at least one year behind their classmates in their studies, and the library decided that it would not buy any new materials, but use the library resources to turn these children on to reading. So, for a period of four months through funds that we accumulated through different ways in the community, and we paid a small stipend to the junior high school students so that we could keep their interest, because they were very, very poor, and of course, money is an important item to a poor child, and we had them - we taught them how to tutor a child in the fourth grade, and we paired them and each worked together for five months. We used every resource of the library to educate these children. We used films, pictures, we took them out on field trips, we bought cameras, and we let them take a picture, come back into the library and find a book that would be comparable to the picture that he had taken, and this tutor would teach this child to read from this particular book. We took them on field trips to the museum here. We brought items from the museum into our tutoring classes so that they might

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see, show, and tell. We used every means available in that library to turn those children on to books. We found it most valuable, because at the end of the year the junior high school students had created a new interest in learning, and they had raised their education standards by three months. The youngsters, the fourth graders who were not turned off, but just behind, caught up with their classes. So, we knew that we were on the right track to community services, and since that time, the next year we tried it on a larger scale, but is where we ran into problems. There were no funds to do it on a larger scale. We tried five libraries and 300 youngsters and came out with many successes.

Beyond this, we now go into the communities, and we use the older people in the community as a catalyst to help us reach the young in these poorer communities and get them into the library. We use every method that we can possibly think of. This unit of the library is a creative institution within an institution. We do not use the methodology of the normal library in these services. We sit the seven staff members down and we create daily from whatever we see this morning, and we create a new program from it for that community.

We are now in the process of building a new library, and this new library will be an innovative one, because we are going to use this library to use many of these ideas that we have experimented with. It will not be the typical library.

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A child may come into the library and take a block of time in which he may use a room that has been set aside in this building plan where he may study with a tutor, learn to read, learn to do research papers, anything that that child needs.

We are working with the schools, with teachers, with parents, and we also have a file of community resources from every aspect of every community so that we can introduce these children to new services.

CHAIRMAN BURKHARDT: Mrs. Grey, we have time for only a little question period, but you say you are not using conventional library methodology, but do you find the libraries and librarians are quite able to respond to these needs and can handle them? Some of the programs you discussed show rather imaginative response, and I am encouraged to think that the library institutions, even though they may have started more traditionally, can respond to this kind of community need with programs like this. Is that true?

MRS. GREY: Yes, it is. We have some very fine librarians in these institutions who are willing to listen to this Department and work with us.

CHAIRMAN BURKHARDT: Good. Any other questions?

MR. JOHN LORENZ: Have you tried to get any resources through revenue sharing to this program?

MRS. GREY: No, we haven't. We tried one resource. We tried to get a funding through the Health, Education and

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Welfare Department. Unfortunately there were so many ahead of us we didn't get in last year. Hopefully we might another time, but we do need resources, and we do need help.

CHAIRMAN BURKHARDT: Mr. Casey? This will be the last.

MR. DANIEL W. CASEY: To what extent do you cooperate with or call upon other agencies in the community to help you? In other words, a children's group, or senior citizens group, or others. Do you work with those, or independent?

MRS. GREY: We work with every group surrounding that child in his own community.

CHAIRMAN BURKHARDT: Thank you very much. Now, our next and final witness from the public testimony is Dorothy Hamel, Nevada State Library.

MRS. DOROTHY HAMEL: I will start out by making a slight correction. I am a Special Librarian with the Atomic Energy Commission. I am here representing the Nevada State Advisory Council, and as such, I want to comment further on the testimony that was given this morning by Jack Gardner. One of the advantages of being a Special Librarian in a State like Nevada is having a fantastic base of resources through the Federal Government. As a Special Librarian I have access to a very sophisticated network of resources. It is nothing to be able to call another library across the country and have a teletype or similar transmission. I can have telephone

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access to any Federal Library. I find this kind of communication invaluable in being able to give the service required by my clientele.

Having this access makes me even more aware of our needs in Nevada, and they are considerable. The beauty of Nevada is that we are beginning with a very strong base. We have excellent leadership from our State Library. We are planning long range planning to implement all our resources. We have a very highly motivated and well diversified advisory council representing just any walk of life you could imagine, and we are implementing on this basis a very small but extremely spontaneous group of very service oriented librarians.

For instance, if you are going to get library service out in Pahrump, you are going to have to go beyond the traditional idea of asking them in. You are going to have to have services going out in very small communities. We have an unusual situation in terms of distribution of population, so we need much, much outgoing service in terms of mail service, in terms of bookmobile service. We need and are looking for, from you, national leadership. We are looking at this point out of the State, looking to take advantage of other resources, and to build on the good base we have.

Thank you.

CHAIRMAN BURKHARDT: Do you think this network that you described - is it a good model to use?

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MRS. HAMEL: It is a highly specialized model that is set up. We have, for instance, access - recon access, which gives access to all information pertaining to nuclear engergy. This is a highly specialized collection.

CHAIRMAN BURKHARDT: Bibliographical control, so therefore it is very good?

MRS. HAMEL: Excellent as far as world literature in this area is concerned. We are starting in Nevada from a regional base. We are taking resources in three described geographic areas. We are trying to build from LSCA funds regional development centers We have communicated between these groups and have set up an existing network pattern for the dissemination of materials. It is working, but it is just beginning, and it is beginning on a good base, but we are looking to you for more leadership, more money, and help in this area.

CHAIRMAN BURKHARDT: I am afraid we aren't a good source of money, but we will try to give leadership.

MR. LORENZ: There is one thing you have, two Senators and one Congressman.

MRS. HAMEL: Yes, indeed, and they, as well as the Governor have given and demonstrated support and understanding of the importance. We do a good selling job in Nevada because we care. We are very service oriented and Michael Callahan (phonetic spelling), and others are concerned and have

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demonstrated concern as people. We are people oriented in Nevada.

Thank You.

CHAIRMAN BURKHARDT: Thank you very much. Now, we would be ready to start with Kenneth Dowlin and a video-tape demonstration and Dean Goggin and the Denver University students, and we are running behind and they have asked to be put on first, if possible. Would they be ready now? Are you here? If you could assemble your group now, then we could go right into that and then end with Mr. Dowlin.

DEAN MARGARET GOGGIN: Since the Dean likes the last word, I will let the students go first. We have four students from the Graduate School of Librarianship, Mr. Jerry Blue from Buffalo, New York, Mr. Robert Clark from Virginia City, Nevada, Mrs. Nancy Flynn from California, and Mrs. Roberta Gillies from Alamosa, Colorado, and they would like to present a statement to you.

CHAIRMAN BURKHARDT: Why don't you introduce yourself just before you talk. What is your name?

MR. ROBERT CLARK: Robert Clark from Nevada.

CHAIRMAN BURKHARDT: You are going to come in turn?

MR. CLARK: No, we will just read one statement.

CHAIRMAN BURKHARDT: All right, I misunderstood.

MR. CLARK: I will just read off this statement.

The following remarks are based on assumptions that

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the Commission is interested in hearing from library school students, both our reaction to the proposals of the Commission, insofar as they have developed, and also our observations on problems in the library world, especially in library education, which the federal government might be able to alleviate.

Reactions first, we have to confess, first, that our knowledge of the proposed national program stems almost entirely from the "Synopsis of the Second Draft Proposal," and not from the full document. Thus our reaction is pertinent only inasmuch as the synopsis is an accurate representation of the information and emphases of the complete document. Perhaps the, this is a little more than a critique of the synopsis document. Be that as it may, those of us asked to represent the University of Denver Library School students arrived fairly quickly at what might be called a consensus question, or apprehension about the program as outlined in the synopsis.

Our apprehension comes from uncertainty, and an impression that the weight of the Commission seems to be being thrown towards the realization of the nationwide Network Concept. Perhaps it should be, but that it should be is precisely what is not made clear or convincing. To be more specific, most problems that one could think of seem to be included somewhere within the seven necessarily generalized Current Problems, which in turn have been incorporated in one

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or another of the eight Program Objectives. These are called the "eight priority objectives." What is not clear is what priority exists, and should exist, among these eight objectives, some of which appear to be unrelated to, or at least in serious funding competition with, the eighth and most elaborated objective -- the national network.

In several respects, though no one would deny its desirability in the abstract, this network concept would appear to answer mainly the needs for relatively sophisticated research by a small minority of library users, while it obviously threatens to absorb as much or more state and federal funding as libraries have ever received. Thus it raises the question whether such a comprehensive information retrieval system really addresses itself to the most pressing problem of libraries of all kinds. This question seems the more pertinent when such items as Program Objectives Number Three, to strengthen existing statewide resources and systems, at first appears to be touching on a multiplicity of things, including the problem of bringing even the most basic library service to remote and thinly populated areas, but then goes on to suggest that this strengthening will consist of helping fund inclusion within some sort of information retrieval network. The overall implication of the synopsis document is that the Commission has somehow determined that access to rich but scattered research resources is the most pressing problem in the library

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world. One doesn't want to become a Number six type barrier to cooperative action, but it does seem that the synopsis document either doesn't adequately reflect the sorting and hierarchical ordering of the various priority objectives that are necessary, and may have been done, or doesn't reflect the basis or justification for the implied ordering in favor of the elaborate nationwide network.

Now, these are observations about specific areas where we feel a national program might be helpful center on library education. Continuing education for professional and non-professional librarians is becoming more and more needed, and yet the opportunities to receive such training are at the moment occasional and haphazard. Most continuing education for librarians is supplied by occasional seminars held one place or another, which a given librarian attends from a felt personal need or a hope for promotion, often with no more help than a leave of absence. The particular beauty of the concept of continuing education, we think, and what is should strive to do, is provide courses and training programs which can address themselves to known, immediate and specific needs better than a formal and complete curriculum. Ideally a comprehensive continuing education system would lessen the need for libraries to hire and rely on outside talent. Some obvious areas where libraries have been troubled through the past decade are, mechanization and familiarity with mechanized

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systems, both general and specific; training in public relations and awareness to try to increase the use of already existing resources; and specialized training in methods of reaching traditional non-users. There does not seem to be, at the moment, any coherent system by which libraries, facing situations where training of one or more of their staff in a specific subject would be beneficial, can send them off for such training. The problem appears two-fold -- libraries, even when they have accurately identified areas in which staff need new or refreshed training, cannot afford to send them; and, secondly, there is no assurance that a given type of training will be available. Both identification of particular areas where some librarians could profitably receive post-degree training, and provisions for underwriting some of the costs, to both trainees and the institutions or agencies conducting the training, could well be within the purview of a national program, and help bring order into this confused sector of library education.

More personally, the University of Denver School of Librarianship, as part of a private institution, is naturally anxious that any program of national help to library education not be bogged down in the current controversy of federal aid to private schools -- that its private school status not be held against it. An elaborate argument could be made, we believe, that a library school is not neatly analagous to the general

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collegiate educational picture, especially here where the University of Denver is the only accredited library school in quite a wide region.

More personally still, there is an unfortunate lack of any kind of national support for library school students in the form of fellowships. Federal fellowships might be a means by which a national program could direct prospective librarians into areas where there might be a current need.

Lastly, we feel a national program should consider some form of internship program which some or all librarians might attend after finishing their formal training. Internships are a much debated subject in library circles, at least in library school circles. It seems generally agreed that such programs could help produce more qualified and skilled librarians, but it appears to be impossible to achieve the kind of cooperation between library schools and libraries necessary to institute such programs without directions and incentives from some comprehensive coordinating agency.

CHAIRMAN BURKHARDT: That was a very good statement. Could you leave it behind or send it?

MR. CLARK: Yes, we have a copy.

CHAIRMAN BURKHARDT: We would like it for the record. You have made quite a number of points, and I would just like to comment on the first part of your statement, having to do with the national program. I think your group is quite right

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in its reaction that we have not established any priority in a very clear way. I think that has still got to be done. To a large extent, a number of those objectives have got to be spelled out in much more complete and technical detail than we have been able to do up to now.

I think one point that we are rather hopeful will come about and that you perhaps didn't mention, when you speak of the competition, there will be funds, and the amount of money that will have to be spent, that we are also of the opinion and the hope that setting up this program will also result in some rather large scale savings, and not actually all cost new money, and a simple example - an over dramatic one - is statistics with bibliographic controls, for instance, insofaras you can centralize, and I don't think this is realizable, but if you could centralize bibliographical control, you could save about a half million dollars a day in the work of getting that done. So, there is that factor.

Now, on your reaction that the network seems to you to be a rather sophisticated instrument for dealing with research problems of a higher level, I confess that I am surprised that it still reads that way. We did our best to change that image. We didn't want people to think of it as just computers tied together and tele-communications networks and data processing. It really involves just as much - not just technology research data, but the kind of information citizens

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need, involves all kinds of graphic bibliographical communications, and so forth, interlibrary loans, national periodical banks. It is not just highly sophisticated technical information that we are interested in. We are trying to gear it to the citizen's needs, and maybe we don't get that across very well yet, and we certainly look at the document from that point of view, but do I reflect the Commission's reaction?

MR. LERNER: Very much.

MR. TRAZZA: In the full document, as apposed to the synopsis, I think sometimes when you look at those eight items, they are not in priority order, and I don't think anyone, when necessary, would work for the other, because you have to remember some of the others are based on existing Agencies, existing programs, and therefore existing funds, and their utilization of existing funds, and hopefully all this will generate a much larger input by the Federal Government of total funds, so although they do compete with each other, obviously I do think it is not quite as apprehensive as it appears.

CHAIRMAN BURKHARDT: Tell me about continuing education that you spoke of. Do you think library schools ought to take the leadership in that, or that continuing education for librarians is another kind of problem and not particularly a concern of library schools, or anything like that? Whos concern is continuing education?

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MR. CLARK: I would think library schools might be well prepared in advance to handle at least some of the training programs. Just from what little I know of library schools, I think most schools, they try to get a captive audience for a known period of time. It is quite difficult for them to fund from their own resources the kind of brief programs that we are thinking of here, you know, programs that are just set up to teach you how to run machine "x", or to deal with a specific problem that has cropped up in libraries. Of necessity, their whole curriculum has to be general, because they are trying to give a basic preparation to people who may go into any kind of job, but none the less, I would think, though, they would probably need financial support from States and the Federal Government and that they might very well be the people that have the faculty or the place which experts could be brought and would be a logical place to center such activity at one library school or another. I would guess that might raise some unfortunate competition from schools.

CHAIRMAN BURKHARDT: We recently had a rather large study done for us on continuing education for librarians by the Catholic University people, and you will be hearing more about it. It has just been finished, but it takes a rather comprehensive approach to it, and it is obviously one of the major problems now, partly aggravated by the fact that, of

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course, there are so many innovations, changes, so rapid in all of this area that the librarians of ten years ago have training that is no longer pertinent.

Let me ask what are the library schools doing now to get a little ahead of things so that five years from now their graduates won't be obsolete? Maybe Dean Goggin would like to answer that.

MR. CLARK: Yes, maybe so. I will give a student impression first and hope it is typical. At Denver there are an increasing number of courses trying to deal with the problem of increased mechanization throughout the library world, but there is always the hazard that a majority of the graduates will go out and be five or ten years in a job where there is no mechanization involved at all. Hints, what preparation they had, by the time they might actually use it, it is probably out of date, especially in the computer world where the companies make things out very rapidly.

MR. TRAZZA: As a State librarian, the State Librarian Agencies generally feel very strong responsibility for assuming some leadership in the immediate future in continuing education. The organization of State Libraries, called COLA, Chief Office of Library Associations, is looking at this subject and waiting for the Catholic University study to be published. The Commission is calling a special meeting in about a month or five weeks when they are going to deal in a more comprehensive way

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in continuing education. They have all stated that. We have heard over and over and over continuing education, continuing education. So, apparently it is one of the top priorities which is going to be faced by library schools, the associations, State library Agencies, as well as the National Agencies.

CHAIRMAN BURKHARDT: Did you have a question, Leslie?

MR. LESLIE W. DUNLAP: You talked about internships and the need for them as if there were none going on whatsoever. The Library of Congress has had a program for more than two decades, and the University of Washington requires all students to go out and spend six weeks-two months - perhaps Mrs. Goggin knows - in a library of their choosing, and we repeatedly in my library and have people come to Washington, and then people come after library school to work in a particular unit of the library. We welcome this, but I agree it is not structured, and who pays the bill is another thing.

MR. CLARK: That seems to be it. It is not organized.

MR. DUNLAP: There is a lot. It is established and has been going on for two decades.

CHAIRMAN BURKHARDT: Thank you. Dean Goggin, would you like to take over?

DEAN GOGGIN: I will give you this so you can see what I am talking about. I have a chance to talk to you not as much as in my capacity as a Dean, but principal investigator in an experimental project which is going on at the present time -

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just getting started. This is a satellite project, and it order to save time we do have a few slides that will try to convey the message. This would be helpful to you.

Very quickly I would like to tell you why we have a satellite project in the Rocky Mountain Region, where it is, who is involved, and what we hope to do by it. Basically, our experiment centers on the fact that flow of information in our society is as important as the flow of money. So, we have a satellite called the Communication Technology Satellite, which is going up in April of 1976. It is shared by Canada and the United States. It will be up over the United States for two years. It will be shared by Canada and the United States.

Our project is called SALINET, which means Satellite Library Information Network. It is an information delivery system via the satellite.

Now, why do we need this? I think if you look at the map which we have here you will see that we are talking about the Rocky Mountain Plains States which takes about two-thirds of the area of the continental United States. This area is rural in its aspect. There are vast distances. If we believe that, as you have stated, that the total library and information resource is a national resource which should be available, and if we agree this resource should be available regardless of location, then we have a special problem in the Rocky Mountain Plains area where you can go miles and miles in

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rural isolation. You can go to a conference, and you may fly into an area and rent a car and drive 143 miles, as I did last week, in order to finally get to a center where groups can get together. It is because of the rural isolation. It is because, coupled with the rural isolation, we are now faced with a boom town springing up as oil shale is developed, mining going on, that we feel it is extremely important that we have some form of access of information, and that it be as nearly equal as is possible in the Eastern United States. Therefore, we have SALINET.

What is SALINET? It is a consortion of four people - four agencies, the Graduate School of Librarianship, the Wyoming State Library, the Natrona County Library in Casper, Wyoming, and the University of Kansas Libraries. Cooperating with us in this and as members of the Board is the Federation of Rocky Mountain States, which is composed of Government and business in a six State Rocky Mountain Region, the Mountain-Plains Library Association, and the Bibliographical Center for Research. These seven agencies are working together to try to see if we can deliver information via the satellite, and if it makes a difference if we do this. The four programs that we are planning on the satellite are two four different segments of our population, and to the individual user in his rural community or on his ranch. We are trying to beam to him information that will help him learn where he can find

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information.

Many of the problems in rural areas is that you have been without libraries for so long that Uncle Ben is your source of information. If Uncle Ben is not up to date, then you may not be able to cure your cattle of something. You may not be able to get the kind of information that will help you survive in a world that is depending more and more on recent information. So, to the individual we are saying here is some information that we think you need, here is the way you can find it. This is the network, ground network that you can go into to satisfy, and you have a right to that ground network, you have a right to get information.

Secondly, it is to communicate to leaders and to the Boards of County Commissioners and so forth. We will beam information on problems which they are facing. For example, in the boomtowns, the mental health problem is terribly accute. The latest figure I got is that one out of every 1.87 people commit suicide or try to commit suicide in the boomtown; that one out of every 2. something families are facing divorce or marital problems because of the pressures of boomtowns. We are trying to package information to beam into these people to help them identify their problem before it is so critical that it becomes a disaster, and to work with the people who are working with these problems, the mental health clinic directives. It may be zoning problems as we find that our countries land is

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being bought up by people from outside the country, and what do we need to do in the way of zoning regulations.

Then, thirdly, we are planning to beam from the University of Kansas Libraries compressed bibliographic data to regional points within the twelve state area in order that we can deliver bibliographic information at high speed so that they may use this for hunting for resource materials. They may use this as a specialist of articles on a topic that the community or particular business or industry would like.

Then, fourthly, in order that by a route helping people to know they can get information and where the community agencies can go for information. We want librarians in the Region and library staffs to be able to handle these people, and therefore, we are having 50 hours of continuing education packages beamed via satellite.

This is our program on the satellite. I think it is extremely important as the only experiment on delivering information via satellite that is going on. We are planning to interphase with the New York State Program of telefacsimile so that if someone wants a copy of a document which is beamed through this compressed bibliographic data, or any other way, we may then be able to get the facsimile of that document via satellite, if it is that important.

We will have 81 downlinks in the twelve states. Most of them are on in rural sites. We will have state libraries

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and some university libraries. We are fortunate in being able to do this, because here in Denver we have the studios that prepare and beam the messages on the ATS 6 satellite which is up there now, which has a footprint in the Rocky Mountains one year and then to Africa beam to India. In that studio we have the link at Morrison, and we do have the control system for the entire communications to the communication satellite here in Denver.

This very quickly and briefly tells you about it, but I think it is extremely important for the National Commission to be aware that this is an experiment we are just tempted to do, and if successful, it may speed up our equal access to information.

CHAIRMAN BURKHARDT: Thank you. Dean Goggin, I know some of this information you have already transmitted to us, but if you have anything else you want to send to us, we would be very happy to get it. By the way, the New York State facsimile experiment, the great problem with it is that it is so expensive.

DEAN GOGGIN: That is right.

CHAIRMAN BURKHARDT: Terribly expensive at the present time. Maybe the nuclear energy network can afford some facsimile, but most libraries can't.

Now we will proceed immediately to Mr. Kenneth Dowlin and a video tape presentation of the Natrona County

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Public Library.

This is Natrona County who is also involved in what we have just heard, isn't it?

MR. KENNETH DOWLIN: Yes. I need to use this.

CHAIRMAN BURKHARDT: How long is your presentation going to take?

MR. DOWLIN: Fourteen minutes.

CHAIRMAN BURKHARDT: Great. I think that is strategy to say fourteen instead of fifteen.

I am sorry to keep hounding you all this way on time, but we must get other people in before 4:00 o'clock, too.

MR. DOWLIN: The tape, I think, is self explanatory. I think our main concern is that we - well, the tape is self explanatory. Our main concern is that we, right now, are really too late to do much about today, so that we need to address ourselves fully to tomorrow.

(Whereupon, a video-tape was shown.)

CHAIRMAN BURKHARDT: Thank you very much. There are many questions that arise about that, and we have heard a good deal on it out of the program. We are glad to have your presentation. I am afraid we won't have any time for questions now. Maybe as time goes on we will be in touch with you.

Now, it is half past 2:00. Let's see what we have.

We have Miss Greeley, and we have got six more people on the agenda today, and we have got an hour and a half,

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so if we are all good we can get it done.

Miss Greeley, would you like to take the microphone?

MR. CARROLL VARNER: I am not Miss Greeley. I am Mr. Varner. Jane and I made a video tape last summer as our Master project at the University of Denver. This is the tape we would like to show. We are running it forward to shorten it.

CHAIRMAN BURKHARDT: It will be on this machine?

MR. VARNER: Yes, it will be on that machine.

We would like to emphasize that with video you don't need cable T.V., or a satellite, or even broadcast T.V., and that all you really need is the camera to shoot it with, the monitor to play it on, and the tape deck to play it with. We are emphasizing in the tape ways libraries can use video now, and some equipment in compatibility makes us have to use a smaller monitor.

(Whereupon, a video tape was shown.)

CHAIRMAN BURKHARDT: Thank you very much. Is that the last audio visual presentation? I keep being surprised. All right. Thank you, again, and I now call on Mrs. Hazel Davison, please.

Mrs. Davison, please identify yourself.

MRS. HAZEL DAVISON: I am Hazel Davison from Washington, Kansas, a town of about 1700 to 1800 people. I am a farmer, cattle feeder, and I am here to represent the ordinary

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run of the people, as there are many of us in these United States.

I don't have anything particular to add to the testimony you received from me, other than I would like to make a comment on one or two things, and that is I don't know whether you are familiar with the workings of our inter-library loan system in Kansas or not that we have had for about five years now. In my report I think I stressed the need for grants and aid to systems and local libraries, which I am very much interested in, because this represents the great mass of people.

In our particular systems network in Kansas, about five years ago when it started, the number of requests that were not able to be filled within our State was about 65% of the requests. In spite of the fact that we have had additional tax funds to use for the purchase of books and other things for the libraries, our amount of requests going unfilled is still about 65%, which means that demand has increased as much as we have been able to add to our book supply and other services.

The State has not given us any aid, except this coming year we will receive a very small amount. Hopefully this will increase. The system requires a great deal of man-power because of the search that it requires that each of these member libraries of the Kansas inter-library circuit do,

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so I stressed in my letter that I thought that funds, Federal funds, that they be used to help finance union catalogs within each State of the Union. I don't know how many of them have them to date. Perhaps a great many of them do. We do not in Kansas. This would save many manhours, because a book would be able - you would be able to tell immediately where a book was that a person wanted, and it could be requested to be sent directly to that library to furnish this book.

Our local taxing base is small. By the time we pay increasing demands on salaries and operating expenses, it leaves very little to spend for books or other things which the city libraries have and which the world population does not have access to. This is the reason that I feel that Federal funds should be used to help equalize, which I believe is one of the things that the Commission was requested to do, to equalize library services all over the United States, and at the present time, the people in the small communities and rural areas certainly are at a disadvantage, even under the present system of the library network, and of course, this is due to our taxing base. We have had a two mill levy in my own city. Next year we will go to three mills, but this will be mostly used by increases in operating costs, including salaries. We do not have a trained librarian, a librarian that has been trained formally. Our system has a system of helping to train librarians, and people who are willing to try to learn. Our

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own librarian is a retired person who receives Social Security. Therefore, a large salary was not needed nor wanted, because she would be penalized for anything over her Social Security, and for this reason we have had a little bit higher percentage of our tax funds to use for books. However, she comes under the minimum wage law now, which of course, means that we have had to increase her salary, and so it seems to be that while we are being taxed more, it does not accomplish anymore than it did previously under the lower tax.

We don't have a great population in our State, and our county is only something slightly less than 10,000, but I personally feel that the Supreme Court who says one man, one vote - I believe these 10,000 people are as important as 10,000 people anywhere else, and for that reason I feel that perhaps Federal help is the only way we are going to be able to have the same advantages that people who live in the cities have.

MRS. BESSIE B. MOORE: What is your total library budget? How much do you get?

MRS. DAVISON: It has been running about $5,400.00. Next year it will be around 7,500, somewhere in there.

MR. TRAZZA: How many people do you serve?

MRS. DAVISON: Our city population is only around 1,700-1,800, but our County population is 9,400, and under the library systems, of which we are a member, we are designated

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as a core library, which means we serve the whole County, and our users have increased about 350 in the last few years, and they are about equally divided between city and rural. In fact, there are a few more rural users than there are city at the present time.

MR. TRAZZA: But to serve the whole 10,000, your budget is $5,400.00?

MRS. DAVISON: Yes. We do receive through the systems a supply of books on a rotating basis which adds perhaps, 400 or 500 books per year to our circulation. We had a circulation last year of about 17,000 or 18,000 books.

CHAIRMAN BURKHARDT: There is one point in your testimony - in the written testimony - that I think is very important to clear up, and that is it seems to be your belief that a National Network is necessary only to supply highly specialized information to a smaller minority of people, whereas - and you are anxious to get information to the citizens of your 9,400 County. Well, the two certainly are not mutually exclusive, and it would seem to me the only economic way we are ever going to get information to remote world areas is through some kind of network. The whole notion of making these local areas self-sufficient is economically impossible at the present time. So, I don't see your resistance to networking as though they were using funds that ought to be used for the people.

MRS. DAVISON: No. I am not resisting the idea of a

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network. That is not my idea. My idea was that the first priority should probably be to upgrade the available services of the rural communities, because their demands would not be perhaps the type that would be served as much by a National Network as they would through their State system.

CHAIRMAN BURKHARDT: It is all part - the National Network includes the State systems and various combinations.

MRS. DAVISON: May I ask this? Say, for instance, there is certain information or a book that you wanted, and I was maintaining that for the most part, most of these demands that we would have should be able to filled witnin our own State. If you have 10,000 people over the country wanting the same thing at the same time, you are not going to have 10,000 copies of that book. I mean, you should have it within your own state. I think it would be specialized and things you should not be able to get in your own state.

CHAIRMAN BURKHARDT: Right, and to that extent, of course, that is the way it does operate, but you go out of the State when the State can't meet the need.

MRS. DAVISON: At the present time we can, but -

CHAIRMAN BURKHARDT: That is what I mean.

MRS. DAVISON: Yes, I agree with that. I am not opposed to a National Network, certainly. It is the fact, I think, that you should have priorities, and I am stressing that I think the priorities should be, first, upgrading the service

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of the ordinary rank and file people.

CHAIRMAN BURKHARDT: You think direct Federal funding is the way to do that?

MRS. DAVISON: Well, I could give you an example of something that our system has accomplished with Federal funds. We have many older people living in our rural area who do not particularly want to move to town. They may be retirement age, but they like to live in their own home in the country. They are perhaps not - my own library has steep steps, of course, which most of the libraries had, I guess, which makes it impossible for a great number of people to come to the library. They initiated through a Federal Grant what they called the "Mail-a-Book Program," which they furnished catalogs, which they made themselves with their facilities, and they mailed these to these residents who can look at a list of books and make a request, and they were able to use an in-WATTS line to do this. We also have the Dial-a-Book which we may call for reference. So, our services have increased, but costs are increasing so fast, and where you are supported, the system is supported by a levy on the previously untaxed part of the State which was not being taxed to support a city library, these funds are pretty well static. They do not change a great deal, and so as your cost increases, that means your services are cut down because you don't have the money to continue, and that is my concern as we all know what inflation

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is doing to us, and it is certainly hurting us to a great extent, and there was one other thing that maybe some of you members can tell me. I tried to keep up on research that is done. Of course, I think you would all agree food is one of the most essential things we produce in this country, and there is a lot of research done in various universities around the country, but how do you have access to all of this? Is there any certain journal which publishes all of these? I read several publications in order to try and keep up with some of it, but it is costly and takes time to read through these things. I would like to know if there is anything where this information is condensed where you can take perhaps one journal and keep up on things as they happen.

CHAIRMAN BURKHARDT: Access to a good agricultural library would do it for you with bibliographical control systems.

MRS. DAVISON: It would have to be not in book form, because it takes too long for things to get in a book. It has to be a monthly or weekly publication.

CHAIRMAN BURKHARDT: It could be on tape. The NIM system, National Library of Medicine, you ask for what articles there are on this, that, and the other subject, and the bibliography comes up or says "too many, refine your request," and then after you refine it, it gives you all the articles that have appeared in the last two years, and you pick the ones you

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want to see an abstract of, and then in a relatively small time you can find exactly the kind of things you are looking for in all the literature that there is, current literature. Well, that system is marvelous, but also very expensive, but it is a possibility of control, you see, that is manageable, but what you are arguing for is for a viable network.

MRS. DAVISON: Perhaps I am. All I want is to be able to get what I want when I want it in the most economical way and without - I mean with having not to feel perhaps what you want and wanted by many people you are not going to be able to get for several months.

CHAIRMAN BURKHARDT: Thank you very much.

MRS. DAVISON: Thank you. I am happy to be here and thank you for asking me.

CHAIRMAN BURKHARDT: Our next witness is Mr. Morris Schertz.

Identify yourself, please.

MR. MORRIS SCHERTZ: Yes, I am the Director of Libraries with the University of Denver and Chairman of the Task Force for the Inter-library Cooperation, a small group of librarians within this small area -

CHAIRMAN BURKHARDT: Is it bi-regional? You talk about regional some. Do you mean a region inside the State?

MR. SCHERTZ: Multi-state.

CHAIRMAN BURKHARDT: All right. Do you want -

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MR. SCHERTZ: I would prefer to answer any questions from the Commission based on written testimony.

CHAIRMAN BURKHARDT: I think you observed in your testimony that our National Program does not seem to include as a category the multi-state regional network. Now, we had a conference on multi-state networks in Philadelphia in which we had SALINET and Margaret Goggin was there, and we couldn't get any kind of clear agreement on the criteria to be used, on the way they were to operate, as between these various multi-state organizations. They all - they are very different in their origins and their functions and their support, and we were trying to get a category, Federal, State, multi-state, private, so that we could define the relationship between them, and we found as a result of this conference it is too difficult a job to define, and that is why it isn't there now. Maybe we can get to it, but the omission is not one of intent. It is just a matter of how you define the role of a multi-state network or organization if you want to call it that, so that it isn't an overlap of state-Federal, and maybe you can help us.

MR. SCHERTZ: Well, the concern I expressed in my testimony was more to the funding provisions within the synopsis where there did not seem to be any - possibly a funding - other than through the States, which I felt was not - would not lead to the type of regional entry of multi-state complexes

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that have been developed, and that, in fact, we have been trying to do among ourselves; that is to start here and broaden this thing out, and that was a basic concern, the funding aspects of this, because our experience is trying to work within the State, and other experiences like that led us - and me - to believe, at least as a personal observation, the difficulty of getting several States to agree to a multi-state contract, and this is the point, the basic point of the testimony that I submitted.

MR. JOHN LORENZ: Is there now a Regional system that you feel would be eligible for Federal funding?

MR. SCHERTZ: I don't believe so. WICHE is a compact of the total Western part of the United States. It has had, although in the past some comments have been made on library cooperation - at least not up to now, and perhaps this will change leadership at WICHE - it has not led to anything of any substantial nature. Now, our experience has been there has been a great deal of talk about cooperation on a multi-state basis, but very little has happened, and that our attempts, in fact, were to start this here in a small way and perhaps with funding through the State to get started on trying to pull together surrounding States into a meaningful compact and go that way. So, that is where we have been trying to go.

CHAIRMAN BURKHARDT: Andy, you had a question?

MR. ANDREW A. AINES: I would like to ask a question.

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You are giving us a thought, and our Chairman has pointed out it has been very difficult to get a grasp on it - let me put it another way. We have a problem of determining the relation between States and Regions. We have a problem of determining the geographical entity and functional approach. Functional approach would be along the lines of groups of users in a particular field, that is, atomic energy, farming, raising of cattle, any particular area. This complexity, then, we are looking into now makes it difficult to get a surgically clean plan. Now, obviously you see the idea of a Regional network. advantages over. It doesn't help us solve the problem, because we have to get more insights, knowing there is an opposition of one group against another.

CHAIRMAN BURKHARDT: We have to halt a moment to change paper.

All right.

MR. SCHERTZ: Well, I understand how difficult the problem is, and I am not trying to bypass. However, the emphasis of the Commission, at least through the reports I have read, seems to feel that funding down to the State level, and then in some way, that that funding will - and I am not trying in any way to downgrade the need of local funding from local programs - however, there is a larger concern as well, which is not being addressed, at least adequately, and it would seem to be funding, and funding only in that way by States

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would lead to a very serious problem, more than a local or interstate type of cooperative program. That may be very well in large states, California, New York, and so on, but in this area of the Mountain Plains with distances and lack of elaborate resources, centers, and so forth, it seems to mean we have to get together in terms of a much larger compact than a State by State, and the problem I have is trying to visualize how several States will come together and agree on a much larger program; that they are jealous of their funds, this sort of thing, and it does seem to be very, very difficult to bring it together, so that I realize the other problems, surgically clean, how do you define a multi-state compact so it is meaningful. It seems to me that perhaps the needs must be expressed by the Region itself and then addressed to the funding agency and allow the funding agency to review that and determine for itself if that is a meaningful compact rather than trying to define it before hand. I don't know if that is possible. There are experiences, of course, with other Regional compacts, New England, and so on and so forth, and they have, of course, started on the basis of express need among themselves which has developed into something.

CHAIRMAN BURKHARDT: That is between States?

MR. SCHERTZ: That is a compact of libraries.

CHAIRMAN BURKHARDT: No -

MR. SCHERTZ: In the beginning - I was in New England

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at the time. It began with a common interest being expressed by the State University Libraries as individual libraries. They met together and proposed a statement which they submitted for funding, and that was met. At that point it then got under the umbrella of the Board of whatever it is -

CHAIRMAN BURKHARDT: Education Department?

MR. SCHERTZ: But that came after the fact. It did not start with the Board of Education as the initiating agency for the compact. It began as an expression of need by libraries. The same thing could happen here. Obviously there is WICHE as an umbrella. There are other Agencies as umbrellas, and perhaps they will come into this in terms of a supporting agency, but the interest was developed by expressed needs, and that is a possibility - a need being expressed that can be developed and funded rather than trying to define that need before hand.

MR. TRAZZA: One of the problems, first of all, any Regional grouping cannot be supported solely by Federal funds. It has got to have State support. It has got to have State support and a State base, and I haven't heard a single one of the Directors, and haven't heard them all, but the ones that have talked to me about the Regions, all insist it has to be through the States, that the funding must through the State to coordinate properly because funding is always going to be a mix of funding. If it was strictly Federal funds - you can argue the point - but the minute you say it has to be State

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funding as a base with Federal funding as being additional, partner funding, then you have to have a legal base, governmental base, and you are going to have to go through a State Agency, and the State is going to have to improve its methodology to make it effective. It is effective and has been effective in a number of places in the country, and it seems it could be worked out.

MR. SCHERTZ: You are leaving out one area of funding, which is the individual libraries or institutions who will have to contribute to this as well, and there has been private funding as well. I don't disagree with what you are saying. Obviously the States should participate in this. Whether they will or not is the issue being presented. That is a very large question, and the Commission is basing its entire position, it seems to me, on funding on that level without allowing, for example, the possibility of funding directly into a multi-state compact bypassing, at least initially, the States. Now, once it gets started and once the States begin to realize the benefits of this kind of thing, then perhaps at that point, after the fact, and after demonstrations of performance, it is possible the States may, in fact, come into it.

CHAIRMAN BURKHARDT: Is it because you are worried about the control of the individual States or -

MR. SCHERTZ: I am worried about the lack of - at least up to now - the lack of imagination being demonstrated

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by State - State agencies, State Librarians or the State Library. I am not saying that is a universal experience, but a personal experience, and when you begin to deal with several States with the need of now addressing yourself to not one but many and trying to convince many of the needs, that kind of thing, I wonder about the problems involved in that kind of thing, if there is no outside pressure coming in.

Now, maybe the Commission can express itself in terms of that kind of thing.

CHAIRMAN BURKHARDT: I hate to, but I have to move on, but I don't think there is any axiomatic position on the part of the Commission as to how to do it. I think it is theoretically conceivable a Regional concept will be developed by entirely private libraries. Maybe there are some already, and that such a network of cooperative ventures might solicit Federal support, and I wouldn't exclude it as a possibility that that might be considered such a contribution to the National program that the Federal Government might want to get in there, but I think you will find that the private support would - it would either have to be entirely paid by Federal funds, or the overwhelming percentage of the funds would have to come from the Federal Government if you tried to do without the State Agency or any other tax base support, and it is just an economic problem that you can't afford to leave the States out of it.

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MR. SCHERTZ: I am not trying to. I don't mean to indicate that, as I say, the State should be excluded. My concern is there seems to be no other point of view being expressed or any other possibility.

CHAIRMAN BURKHARDT: We ought to loosen that up as a possibility.

MR. SCHERTZ: That is the point, if you take note that there are continuing compacts.

CHAIRMAN BURKHARDT: We ought to stimulate the initiative of these non-agency and private organizations and institutions which might then work with them through the States, but if you set up the thing so you are only going to hear from State agencies, then I think you are right, that would not be good.

MR. SHERTZ: I think the Commission could address itself to that in terms of perhaps providing the impetus and some way of making funds available to this type of thing in some sort of, perhaps, mechanical way in terms of percentage of money being available.

CHAIRMAN BURKHARDT: Thank you very much. We are right on the button so far, and Mr. James Marvin will you come forward?

MR. JAMES MARVIN: I am Jim Marvin, Director of the Topeka Public Library, the Department of Librarianship, Emporia, Kansas State College, an accredited library school,

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and Chairman of the Kansas Urban and System Library Administrators, and I would like to spend a minute of the fleeting time on that, if I may, ladies and gentlemen.

I received - very kindly received three invitations from you all to present testimony, the 17th, 18th, and the 29th of July and was invited to be present here in person by phone. It concerns me that one of the invitations refers to me as a spokesman. It doesn't say spokesman of what, and at the risk of seeming dramatic and watching too much T.V., I would like to clarify I would prefer not to be considered a spokesman for the Kansas Urban and System Library Administrators, because I don't believe any mortal could accomplish that, though I am their Chairman. If I could just be myself and share a few concepts and ideas with you and answer any questions you may have, that is what I would prefer.

Kansas wasn't called "bleeding Kansas" for nothing. It does share that kind of individualistic set of concepts, syndromes, I think characteristic of other states in our area. We used to have a group in Kansas, a group of system administrators. We have had tax supported regional systems in Kansas for almost ten years. They are ad valorum tax supported regional systems of cooperating libraries, and this perhaps will be referred to later when Mrs. Barker, who has had vast experience with systems, gives her testimony before you.

We have had those systems for many years. The system

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administrators organized and met regularly - the urban library administrators, not system administrators who also organized and met regularly. We soon found ourselves competing. We were meeting regularly separately on issues over which we had much disagreement. Finally, out of disagreement we all weakened, fell into each other's arms in the state of collapse and became the Kansas Urban and System Library Administrators. It is a very tenuous collection of men and women - makes strange bedfellows - and we are just learning how to deal with each other, and that is why to think to be considered as spokesman would be an overstatement.

Somebody mentioned earlier, and I think it was Maryann Duggan, about her small town background and the panhandle of Texas, and I would like to mention my background, Minnesota, that little bit that sticks up above the 49th parallel, and for years we laid claim to be the northern most point in the 48 States. However, Alaska kind of fouled up that little bit of attention that used to attend our community.

I am also weary of cliches. I know I used some in my testimony, which was emotional testimony. I am tired of bootstrap operations, have seen them too long. I don't like to seem like a mercenary, and I know that financial considerations have been presented to this group.at a number of your regional hearings, and money isn't all, but I do think that

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the kind of poverty that I feel we have been in in Kansas for years and years and years perhaps has made network - we have been a kind of network, and Mrs. Davison mentioned it earlier, but I think our libraries are weak. They have suffered enormously in terms of staffing and collection building. If you are going to share things, I think you have to have base, some kind of base for strength. There have to be levels of sharing, levels of cooperation. I think our libraries are weak and we have needed basic funding, and that is why I mentioned funding, not to bypass State Libraries, which I would like to see prosper and be strong, and their roles properly defined, but I think our needs are much like city street departments and local hospitals where they have been able to get funds directly from Washington. I think they have been able to use them quite properly. This is the type of funding. I don't want to have to be competing and recompeting for basic fundings our local libraries need.

CHAIRMAN BURKHARDT: What about revenue sharing? How does that work out in Kansas?

MR. MARVIN: Here again our libraries are supposed to be kind of expansive in our outlook. We are loaning books to all systems throughout our State, and I think to a degree throughout the nation. Fire departments aren't doing that. Even though the base of our financing is the local unit, whatever that unit might be that supports a library, our operations

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and our users are farflung. This is not true of any other local departments. When you are there, I don't think you get the same kind of hearing when you are not the same kind of city department. I do think it is hard to go in and compete with the fire chief. I don't mind taking on the chief of police, but I hate to take on the fire chief, because I want my house cared for.

I think we have - revenue sharing faces a difficult problem. All I can say is you have to get in there and fight. Well, you know, we are all limited by our mortality and our energy, not our creativity, I guess, but there are some limitations human beings have, and there are some fights it would be nice to avoid. Some libraries have been very successful regarding revenue sharing. Our community, I think - I am glad there are no reporters - is investing its revenue, and it still has problems in two or three batches. I think they have socked it around at 9½%. We are all still waiting for them to take the lid off. It hasn't worked too well. I am not wiping it out. I am glad to see some of that money in there and have a chance at it, but our success has been very, very modest. We have had some -

CHAIRMAN BURKHARDT: Would you like to ask a question, John?

MR. JOHN LORENZ: What is the library support in Kansas?

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MR. MARVIN: We have a kind of State support, and the ad valorum tax for regional systems has, in fact, been a kind of State support. A lot has been parceled out to libraries rather than central programs, so it began to be kind of State support, and we got around one million dollars of those dollars supporting systems.

MR. LORENZ: Automatic without any State planning?

MR. MARVIN: That is correct, although the plans are approved by the State Library. The State Library is here, and I would prefer to have them - if there is time - to discuss this. Our State aid, which is supposed to be parceled out beginning next April, is going to be $600,000.00 a year. This would be on top of the million, so it is not accurate to say we have $600,000.00. It is not accurate to say we have $600,000.00, because the State - not the State Library, but the State Legislature chiseled us ever so overwhelmingly in deciding we will get in State aid that amount of $600,000.00 which is not distributable from Federal funds, so I can see that always built in there, going to get $400,000.00 of Federal funds that can be distributed through the State formula and then the State Legislature only going to kick in two. Maybe this is the way all babies are conceived. In time we will really have a strong and viable State aid plan, but right now I think the chiseling at both ends can weaken the Federal intent, and I don't think it amounts to first rate

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State aid.

MR. LORENZ: That makes combined State and Federal systems a relatively low percentage.

CHAIRMAN BURKHARDT: Mr. Aines?

MR. AINES: You made a comment there ought to be more research on how people use libraries, impact of library materials on their lives, and to learn why people don't use libraries. I am asking you the question as a social scientist. You have been in this area now 22 years - as I read your materials - overlapped by five years of teaching. Why does one need an elaborate study to find out why people don't use libraries? Why in your community don't you ask them?

MR. MARVIN: Good question. Have you?

MR. AINES: Yes.

MR. MARVIN: What did they tell you?

MR. AINES: You want me to answer your question?

MR. MARVIN: Well, if you are a good teacher you will.

MR. AINES: I think new technologies -

MR. MARVIN: I can ask my neighbors, go down the street and can ask people why they don't use the libraries. I don't know. I am not accustomed to much research of that kind that has been published and available. To just say well, you got free time, why don't you use hospitals or libraries, I think it is a little more than that.

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CHAIRMAN BURKHARDT: Did you hear about the Colorado study?

MR. MARVIN: I heard it referred to this morning, and some studies have been done. I think there is an enormous amount -

MR. AINES: There have been hundreds of studies.

MR. MARVIN: Things that I cannot find out regarding what happens when people use libraries, and studies -

MR. TRAZZA: Not studies, but a lot of studies they made - nobody ever gets a study recommendation. If you want to use studies, I think you will find lots of them, and you can pick and choose the ones that suit you, but I think you will only find more research. I think the dilemma you face, and I don't use it personally, but you as a local librarian, is this one. You are having trouble getting the kind of support you really deserve at the local level. You are having trouble getting the kind of support you really deserve at the State level, and now you are pleading and saying well, why we can't get it on the Federal level. Now, what I am saying is I don't think you are going to have any better luck at the Federal level until you have better luck at the local and State level. I think it is time those of us who are either State agencies or local agencies recognize the fact that until we can really make the case in our own State and locality we are always going to bump our heads Federally, and they say why

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should we try and help you when you don't help yourself, so it is a partnership, and there is a public funding report that hasn't been published yet, but which suggests, for example, in the long range future a formula for sharing, and it says something like 30% local and 50% State, and the balance Federal, implying, again, how strong a State is going to be - this whole problem of funding of public libraries and how the locality is still a major unit, but the Federal Government coming in in kind of a good third, but a third, not first or second.

MR. MARVIN: Just so we part good friends here, I don't agree that there are these good studies on use and applicable to our libraries, and two, I don't feel - I am not whinning and crying for Federal aid. God knows I don't see it has been the answer to all problems in the past. I do feel there should be a Federal participation. There was a formula advanced years ago. It wasn't too bad a percentage of Federal aid. I think some of us had had a good deal of success in selling it. I think there have been some overtures made we depart from Federal aid. You know this - in advance of legislators announcing we couldn't get it. I have some concerns about those kind of announcements.

CHAIRMAN BURKHARDT: Thank you very much.

Next on the agenda is Mrs. Louise Barker, also from Kansas.

Mrs. Barker, identify yourself, please.

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MRS. LOUISE S. BARKER: I am Louise Barker, and I think we have made great progress in Kansas, and I have been proud to be a part of it, because I was in the beginning of the systems development of systems when we first had grant areas and have been the Chairman for eight years of the Northeast Kansas Library System.

I have had the pleasure of working with Mr. Marvin, among others, and we have made progress in the number of patrons, and the use of books, in the cooperation between libraries, and the amount of public support of libraries, both on the local and on the system and on the State level, but I wanted to direct your attention to something that I think hasn't been brought up specifically in these Hearings.

Besides my interest in libraries, I have worked for the last 25 years in community studies of an unusual nature, because we were concerned with the environment of behavior and the effect of that environment on behavior. This is called Ecological Psychology and is an innovative area, and in the course of those studies, we have studied a small community in Kansas intensively and a small community in England equally intensively, and the thing that I want you to bear in mind as you think in terms of Federal planning is that the change and development too narrowly conceived can adversely effect the general environment. We know that now in terms of insecticides. We know it in terms of transportation systems. We thought only

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of the efficiency of the transportation system and not of its effect on the air or its expense, or its energy depletion. Now, it is just as true that in our effort to provide good library service we can destroy important parts of the environment, of the environment of the behavior. If we go for a monolithic type of system with State control of libraries such as we found, for instance, in - I looked especially at libraries because of my interest of libraries, and as we found in our English community in an English area, we then destory part of the opportunity of participation and responsibility of the local level, and so I plead for a Federal policy of moralistic control rather than funneling funds through a State in such a way that it gives the State more control than it should have.

Let me mention just one or two numbers. This was a very exhaustive study, and we found the number of what we might call positions of responsibility during a year within each of these two towns, and the two towns are comparable in many ways, and in Oskaloosa there were 10,220, and in Layburn (phonetic spelling), 7,764 on a per capita basis. It meant that each inhabitant of Oskaloosa, because there are about 300 fewer in oskaloosa that the average person was twice as important, took part in twice as many positions that held some responsibility. Now, in the libraries of these two communities this is well illustrated, because the Layburn (phonetic spelling), library, which grew in size just about the same time

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that Oskaloosa library did in terms of space, it had three of what we call operatives, people that had some responsibility. One of them was the librarian-clerk, one of them was an assistant that worked part time, and one of them was a supervising librarian that came in mabe monthly from a neighboring city. In the Oskaloosa library there were twenty, seven board members, there were seven volunteer helpers, there were two librarians, and there were four people who participated in special programs.

Now, if we are concerned with the use of the libraries by all segments of the population, then one way we do it is to have the library open in a responsibility position to many people, because that gives you an astonishing amount of access to what the community is thinking, what they want, how you can improve things, and it gives you two other things the libraries need badly. One is it gives you money. Oskaloosa library has a tax base of now - it is three times what it was a few years ago, and it is $1,500.00. We often get about the same amount in very small memorial gifts, people come in and give money instead of giving it on flowers, and this has gotten to be important enough, and when people come into the library and give fifty cents or a dollar on a book, they participate in that library in a way that makes them in favor of it and want it and be interested in it.

The other thing is they are interested politically in

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libraries, and it isn't accidental. That is because of the way the systems are set up with each library having a representative to the system assembly and each county having a representative to the system executive board, so that the dispersement of system funds is also a democratic process. It isn't surprising when it comes to State aid, or when it comes to any kind of library legislation, there is a strong public base.

Then, in terms of one other remark, and then if you have any questions, I will try to answer them, and that is to say while you are educating trustees, and we need education, and we have it, and we are getting it in our system, I think, we also need to educate librarians on how to get the most from trustees. You know, sometimes when trustees are nothing but the signers of vouchers it is because the librarian doesn't know how to use the trustees to advantage, and maybe that isn't a part of the curriculum in library schools. I don't know.

I would like to mention one other thing about Kansas. You have heard quite a bit about Indians today, and with Mr. Marvin, and with Federal funds and also system funds, we had an interesting Indian Library set up in each of the three Reservations in Kansas, Pottawatomie, Kickapoo, and the Sac and Fox, and the representatives from that library - the trustees of that library were from the Indian Tribal Councils, and the librarians are regular members of our system. They

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come to the assembly meetings, executive board meetings, and we really feel, although they determine the policies within their own libraries, we have been helpful in getting that started as an integral part of the Northeast Kansas Library System, although they do it on their own, in their own way.

CHAIRMAN BURKHARDT: Any questions?

MRS. BESSIE B. MOORE: I would like to compliment her. You are the first library I have heard say they are really making an effort to serve the Indians. Maybe there are others, but none have said so.

MRS. BARKER: Yes. Well, I think it has been - it has been a good thing for us to do, too, but really, seriously, look seriously at the question of funds because we need the funds. I mean we need it, and I would go along with Mr. Marvin if we can mainline some of it to the Systems, that that would be fine, or to the larger libraries.

One interesting thing that has happened in our system that I might mention, we are a combination of the big urbar part of Kansas and the rural part. We have both in the system, and it is quite understandable to the rural people that they can only expect to borrow, borrow things that cost money, and books from the larger libraries, if the larger libraries get a larger amount of State aid and Federal aid, and this is something that has worked out very well, I think, in ours.

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CHAIRMAN BURKHARDT: Mrs. Wu?

MRS. JULIA LI WU: Well, you have stressed so much on the basic citizen control. Does it mean that when Federal funds are allotted to the libraries you want the funds not to be channeled through the State Agency and instead through the -

MRS. BARKER: I don't care if the rules are such that it doesn't give inordinate power to the State Agency to determine, and as Mr. Marvin stated, in some ways you compete with your brothers and sisters, but I think how it is done is the thing that can be - and that is where I think you, the Commission, in its recommendations would be in a position of decision, because - well, we had a State Librarian who thought that really library boards should be advisory boards and should have no powers; that really all decisions should be made at the State level, and this, as Mr. Marvin stated, the Kansans do have a history of independence, and that was not palatable, but the weapon that could be used this way was how Federal funds would be distributed. You know, if it becomes a power weapon rather than an administrative control - now I think people have to - you have to have standards, and you have to see people. You must have accountability, you know. I don't think people just ought to be given money to spend, and you have to have accountability. You have to have people do what they are going to say they are going to do with their money,

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and I think we have met that within our system in the Federal programs we have had, but it may sound like just a semantic difference. It isn't really.

CHAIRMAN BURKHARDT: Has community participation in Oskaloosa, which seems to be good, has it resulted in Oskaloosa libraries giving a share of revenue sharing -

MRS. BARKER: Revenue sharing? No, we are a little like the ambulances. That was the thing - I don't know if you know it or not, but you couldn't get Federal ambulance funds unless you met - this was a Federal thing, and you had to have ambulances of a certain kind or else they couldn't go onto highways that had Federal funding, and you had to have ambulances that were manned 24 hours a day, and the revenue funds in our County have gone largely to the ambulance program because it had to be started from scratch.

CHAIRMAN BURKHARDT: I see.

MR. TRAZZA: Your statement on page two, I guess it is, or no, page four, says "the State Government must support financially systems and local libraries if equally good library service throughout the State is to become a reality. The State can allocate the money in such a way as to maximize local control by expecting planning and accounting by the local libraries. Thus the State can meet its financial responsibility without the libraries becoming a part of a monolithic system." Now, I say it is a good, sound statement that no library I know

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of would disagree with. The key to that is when you say based on planning and accounting, that is the dilemma HEW faced with a problem about four years ago, 1970, when they reviewed LSCA and demanded the State to do long range planning, which, in turn, places on the State agency the responsibility of demanding the local library to do long range planning. They call that control. Maybe it is. If claiming and accountability is control, then I think we are all going to have that kind of control. However, to the extent that your planning fits a total State plan which now fits a total National plan, then I would say that the money would flow relatively easily without much interference. The difficulty I see from time to time, the people want the money without the obligations, and that is the only problem, and you are right, the State agency is not supposed to stop the money. It is supposed to make it easier to get.

MRS. BARKER: Well, I do think that. See, the difference I saw and saw so clearly was a difference between the English community where we were, and where the equivalent of our State Librarian appointed the librarians when everybody did all the books, did everything, and it happened to be a she, and she is a very competent woman, but, for instance, let me tell you a story. I went into that library in Layburn (phonetic spelling), and somebody said I don't see why they don't have the shelves labeled what is in it, and I said to the

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woman why don't you put labels that say travel, fiction, things like that so people know, and she said I can't do that. They will get around to it some day, and she said I can't do that, and I said you can't put temporary labels up that say travel with scotch tape, and she said oh, no, they want it done right. Well, that is the epitomy of control that I think is over. It never occurred to the Oskaloosa librarian, and she could write it in crayon if she wanted to, because she is in control.

MR. LEWIS LERNER: I had one comment, and a clever use of funds would be to have a combination bookmobile and ambulance. I will leave it right there.

CHAIRMAN BURKHARDT: Thank you, Mrs. Barker.

Mr. Braude?

MR. ROBERT BRAUDE: I am Bob Braude, and I am the Associate Librarian at the University of Colorado Medical Center, and I hadn't intended to make any remarks initially, except that after sitting here all day I feel like somebody ought to put in a word for the printed book.

MRS. BESSIE B. MOORE: I think you are right.

MR. BRAUDE: I'm not sure exactly what my role is before you. I represent a very narrow section of the library world. However, I think it is one of the more advanced sections of the library world, and I am sure you can get my feelings from the testimony that I submitted to you that is to how

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advanced I feel that is, because my suggestion is to try to develop a solution to the very difficult problem that faces you based on certain models that we have available to us now that have addressed that problem and try to extrapolate that somewhat successful venture, the plan that would be somewhat successful here.

We face a difficult problem that we have a demand for increased services in terms of information delivery, and I think you have a very real pressure on you to develop what I sarcastically refer to as a solution that has sex appeal. We are being pushed further and further by technology, which I feel is very extensive and often times is related to, you know, killing flies with a shotgun. You might get them, but you are going to spend a lot of money doing it, and I think we are some distance away from a full technological solution to delivery, and that rather than look for that solution now and then come up empty handed because we haven't the funds to implement it, it might be more worthwhile to look at a compromise solution. I can never think more than five years ahead. I have trouble thinking five hours ahead at times, but I really, you know, think that five year planning is about the best one can do considering the state we are in, and I think that you can come up with a compromise solution that uses technology where it is proven, shown to be affective, and not trying to adapt technology other ways to a problem when there might be

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other types of "non-technological solutions."

CHAIRMAN BURKHARDT: Mr. Lerner?

MR. LEWIS LERNER: What can we learn from your experience out in the field from the NLM model? We talk about delivery of information, bibliographic systems and controls, and so on. What can library networking, library systems learn from your experience with the NLM model?

MR. BRAUDE: There are a couple things we have already learned. Some are positive, some are negative, which I will emphasize first. I think the positive things we learned is we can do it, which is the best thing you can do. If somebody says look, we have been kicking it around so many years, let's try this, and it was started and modified and evaluated and modified again. It changed from local control to more central direction, but it got the job done so that now we can look at the health professional community of the United States and say without fear of contradiction anybody can obtain anything anytime anywhere if he has enough perseverance. However, the time limits are a different problem. Let's not talk about time. That is technology, and 20 or 30 years from now we'll solve that problem, but if you have enough perseverance to use the system, we can get it for you.

The negative thing is we found there are barriers to individuals gaining access to the system. The situation, and this occurs in my work, very frequently, and it just

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occurred not too long ago, six weeks ago, in discussing with a - hospital library the use of a system, their use of a system and pointing out to them they are a hospital library in a community that has no resources available other than that hospital library, yet a hospital library traditionally only serves doctors on the staff, and where do your nurses go, what about dentists in your community? What would you think with cooperating with the local junior college in the community and opening up your library facility to help professionals throughout the small town in which you are located, and thereby providing access to the system for everybody. So, that is one of the negative things. There are barriers there, traditional, and we are trying to break them down.

By the same token, we have a system in the Western Slope-Montrose-Pueblo area, the Headquarters of the Path Finder Public Library System, and they are in serious negotiations and started a take-off on technical processing responsibility for their local hospital library, and all of the requests we get from health professionals in Montrose are funneled through, and are using the current tried and true technology of TWX, coming directly to our library, so they are getting by using their public library. I tried to point this out in my testimony that this is one way to do it; that we have plenty of interfaces to us if we would just use them, but we are not. The medical network, especially in this

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Region, has tried to develop interfaces between all types of networks, and there is a lot of mystery about this, and we don't have time now, but it is there. We have done it.

CHAIRMAN BURKHARDT: Your network as a model, I think it is very clear that, first of all, it is almost self evidently fulfilling a need. You don't have to argue it is terribly important.

MR. BRAUDE: Like the ambulance?

CHAIRMAN BURKHARDT: When you talk about information in general, that isn't so obvious at all, and you have a much harder time breaking it.

MR. BRAUDE: I realize my argument, if it works in medicine it will work all over, and I am not really that naive. I realize there are more difficult problems in other fields, but I think somewhere you have to make the decision that regardless of what the technical problems are, or potential funding problems, or other barriers are, we can't sit around and talk about this forever, and let's start something, and of course, the problem here is the simple fact that what made it was the National Library of Medicine, and by virtue of the National Library of Medicine's position, the ability to pass legislation which is known as the Medical Library assistance Act, and if you could change the Library of Congress status, if a recommendation from this Commission to change the Library of Congress status to a National Library - I know it

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has been kicked around forever, and I am not part of that, so I don't know -

CHAIRMAN BURKHARDT: We have already tried.

MR. BRAUDE: And set similar legislation that would set up another Division of the Library of Congress, like the National Library of Medicine, and you have got some money to establish an initial regional system similar to the medical model and start to work out the problems. We can't work out the problems in advance of the trials, it seems to me, because we have been struggling along for a couple hundred years and still are not able to verbalize the problem other than saying we need money, buildings, and so on. That is not the problem. I really don't feel our resources are all that poor. I think they are poorly distributed.

CHAIRMAN BURKHARDT: The technology isn't so bad either. I wouldn't say our biggest problem was technological either.

MR. BRAUDE: No, but I have big questions in my mind of technology on its validity and economics, but it - I think that the big stumbling block to your activities in developing a National plan is not having a National Library to hang it on, and if the Library of Congress were already in action, I think your job would be considerably easier; that you could propose a plan that would be carried out, or at least initialized by the Library of Congress, and in the same way that the

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National Library of Medicine has a much easier time in developing their plan because of their position.

MR. TRAZZA: There is one problem. I have been hearing these comments most of the day, and I am going to address it for a moment. When we talk about a National program, we are not talking about one monolithic thing. People, I think, are making a mistake - this is my view - and a National program is a conglomerate, if you please. What it does is it produces what we hope to do in a broad National way. However, there is no one agency, the Library of Congress, or anybody else that can do it. It is a multiplicity of agencies, existing agencies like the National Library of Medicine, other National Libraries like Yale, Harvard, the others, State agencies, local libraries. It is a partnership total, and we keep talking as if we can solve all our problems by making, say, a National Library. It won't work. Right now they are negotiating on how to interface NLM setups in the libraries with the States that have State networks, because they are not going to be able to continue to give money for the local NIM part of the operation. They want the State to pick up, so successful as it is, they have to start phasing out, too, so it won't work there either. So, I hope people keep in mind we are talking about a partnership of funding. We are talking about a partnership of operation, and we are talking about one agency, because that is a specter in people's minds, which

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means Federal control, and I really think we ought to be careful.

MR. BRAUDE: Let me say one thing here. We are trying to discuss a very large problem, at least for me, in a very small amount of time. I am not at all thinking along the lines of a monolithic agency. I am talking about leadership, and I don't care what kind of cooperation you have got. Somebody has to take a leadership role. This is what I am implying, not Congress, and this is what the Library of Medicine has done. One of the positive aspects of the NLM program has been to solve some of the problems listed as barriers for the cooperative activities you identify in your proposal.

For example, we have made a mixture of private, Federal, and State funds in delivering services, so I am not unaware of the fact that this is a mixture of services, but what I am talking about is leadership. Without leadership you can't move off dead center without somebody having the ability of saying I am going to start something up by virtue of my position, and then by virtue of my starting it up I will pull everybody else along with me, they will join in. That takes an organization of the level of the National Congress. I mean, a State can't start that up. They will come into it, and the NLM, in the ways they have produced funds, the way they distribute their funds through that program, they have shown they can pull the States in, get the States and other types of

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agencies to develop their own resources to the limit of their ability, and then to move up in a step-wise fashion up the network.

CHAIRMAN BURKHARDT: Time for one more question. Andy?

MR. AINES: I would like to commend you, because the view that you expressed about somebody taking leadership has been echoed by I think one of the best studies ever made on information and changing society, changing world, an OCED study - Mr. Peganiol (phonetic spelling), and the study clearly showed the need for a focal point in each government throughout the world that would take on these responsibilities, but you also pose another question, and this is the problem of whether you do better to have functional networks of the type that NLM has, or general purpose networks. It is a lot easier when you work with a given community and create something like that than trying to do it across the board, and I know there isn't much time to talk about it, but does this reflect your feeling based on what you have seen?

MR. BRAUDE: I think it is much easier to develop a functional or an area oriented network, and whether or not you can do this, you know, the multiplicity, and then have the interface problem between them, I think that would be a problem, but I think where you can develop or identify a particular area for which you can develop a functional network, if you

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fail to recognize the value of that as a model, no matter how remote it might be from the total situation, it is still going to have an awful lot of the same characteristics. This would be a failure. I am somewhat surprised in looking over back all of the written material I could find on the Commission that the model that is manifested by the National Library of Medicine has had, to my knowledge, very low visability. You know, I feel sort of like it is strange that you come all the way out to the Mountain Plains to raise this issue, but to my knowledge, it hadn't been raised, and perhaps it was self-evident and no one felt it had to be raised, but the whole thrust of my remarks is to be sure we don't ignore what success we already have in developing a new plan. We have had successes in this functional area, a narrow area to be sure, but I think the lessons we have learned and what has been developed as a result of those successes has got to be of some value to you people in developing a plan.

CHAIRMAN BURKHARDT: Well, I assure you we are not oblivious. The Commission had a meeting out there all one morning and heard from all the staff and visited the place and saw how it worked, and obviously very impressive display of a working, functional network, so we are not unaware. Maybe we don't mention it too much in the program. I am not sure anymore whether we do, but it is in our minds. It is in there.

Well, now, thank you very much, Mr. Braude.

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We have a final witness team, and it is Mr. Miller and Mr. Newman, right?

Gentlemen, you have been made aware of the fact that we have a bus waiting for us, and the Commission and we are supposed to be off, so I don't know how you are going to divide your time or present your testimony.

MR. EDWARD MILLER: I am going to introduce Mr. Newman. I am Edward Miller. I am President of the Library Commission, City and County of Denver, and a Member of the Executive Committee of the Urban Library Trustees Council.

Mr. Ralph Newman is Chairman of that Committee, and also President of the Chicago Library Board, and Mr. Newman will take over with respect to the testimony.

MR. LESLIE W. DUNLAP: And may I add long time friend of librarians.

MR. RALPH NEWMAN: Yes, I feel very much at home with a lot of friends here. You, the members of this Commission, have copies of Ervin Gaine's excellent report, and in Mr. Burkhardt's letter to me, he pointed out to me, and I agree, that since that report would be in your hands and you all had read it, my main purpose would be to answer any questions based on it, and in the interest of saving time and since you have all be exposed to it, I will say I am ready to answer questions, and Mr. Gaines, who wrote the report, is here, and five members of our Executive Council are here, and your

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distinguished head of the Denver Public Library. We are now the Urban Library Council. The word "Trustees" was dropped because we wanted to have librarians as well as trustees on our board.

MR. LESLIE W. DUNLAP: What is your working definition of urban library?

MR. NEWMAN: Right now, and it is subject to change, loosely defined as a community of over 100,000, but any community that thinks they have urban problems and wants to join is welcome. We leave it up to them to make the decision. If a community of 50,000 feels that their particular composition presents urban problems and they would like to associate with others having similar problems, they are welcome, and conversely, there are some communities of over 100,000 who are either lucky or deluded to the fact they don't have urban problems, and of course they don't belong.

MR. TRAZZA: You might be interested that in this area one identifies urban as anything over 150 people.

MRS. BESSIE B. MOORE: That is todays testimony.

MR. TRAZZA: That is today, 150 people.

MR. NEWMAN. We believe in local option.

CHAIRMAN BURKHARDT: Well, now, of course the most dramatic point of Mr. Gaine's paper was this statement that Congress should be asked to appropriate not less than four hundred million dollars in FY 1975, and this money should be

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dispersed to every public library system in the United States, etc.

Now, first of all, fiscal 1975, just in point of time, but from a realistic point of view, the chances of getting that kind of money in this Congress at this time - somebody is living in "koo koo land" who makes a recommendation like that. It is just as simple as that. I am sorry. I recognize the motivation and the need, but it is simply not within the realm of even remote possibility that anything like that could work.

MR. NEWMAN: In defense of Mr. Gaines in making a proposal like this, any thoughtful librarian or person involved in the library field and aware of the problems of his constituants, particularly communities, should address himself to what does it take to make a real impact on this problem and solve it.

Now, whether the four hundred million dollars is available or not, and I don't agree with you, we are all aware of the tempo, and he would be derelict in his duty if he didn't honestly say this is what we need, and this is what we do in every element of business and Government. You may negotiate, and you may settle for a lot less, but often if you don't tell the truth and point out what you need, what you are going to have to settle for, if you make a compromise at the very beginning, is something so miniscule it won't have any effect

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on the program.

CHAIRMAN BURKHARDT: I was talking to the point of the specific request, and it just is not even probable. To give you an illustration, our Commission asked for an increase of $93,000.00 this year from Congress, and we didn't get it. Our budget is $490,000.00 - $3,000.00 more than last year. This is the level of difficulty that we are having when an outfit like this is given a great charge by Congress to go and do this and plan this and make national programs and set priorities, and when we ask for $93,000.00 for three more professional people to the staff which now consists of five in total, we don't get it. Now, four hundred million dollars for the libraries, when you look at it from our point of view, it is not there.

MR. TRAZZA: We asked the Chicago Library to give us a grant.

MR. NEWMAN: We have no objection. You should try it in financing -

CHAIRMAN BURKHARDT: On the point of whether or not that sum is realistic of the need, I would say personally I think that is rather on the modest side. If you really total it up, all the money that would be needed to even begin to approach what you might call adequate service all over the country, I don't think four hundred million dollars is an extreme figure at all. I quite agree with the extent of the

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need. The problems are all on how are you going to go about it, where are you going to get the money, how is it going to be distributed, what is possible in the tax base, and so forth, but the statement of what we need is four hundred million dollars doesn't help. It provides no guidance.

MR. MILLER: What would be considered a reasonable sum to ask as a practical matter?

MR. ANDREW AINES: $4.00.

CHAIRMAN BURKHARDT: It depends. $93,000.00 is unreasonable for a staff of the National Library Commission.

MR. NEWMAN: We must remember and tell this Commission it is superfluous - the implications of not doing a major job in its total cost to the country, in cost to other departments of HEW, in cost of education, increase in crime, and you have had this long list presented to you before. I do a lot of speaking, sometimes voluntarily and sometimes I don't, but everywhere I go one of the things addressed to me lower down on the economic ladder, most people are cut off from answers, they want answers to questions. It is the library that can do it. A riot or disturbance in a community is no different than a child throwing a tantrum in your living room. He or she wants attention. We had this dramatic demonstration in Chicago, and some of you heard this, right after the Martin Luther King death. Two miles of West Madison Street in Chicago were leveled, and as the newspapers said "in senseless destruction,"

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so, as a present library board member, my first impulse was to call the library the next morning and see what happened to our two branches on Madison Street. It was a pane of glass. It wasn't senseless destruction. This was something that some of these people could turn to and get something from and have a friend. If we don't do our best, and you are certainly doing your best to put out a program to answer questions to people who feel they are cut off, those that want an answer from government, we know how to get it, and if we can't get it directly, we will call somebody with muscle and get it. They don't know how to do it. The library can do it. It has credibility. You have a friend, not at Chase-Manhatten, but in the public library, a bit of information parceled out or handed out from the library, and it has more credibility coming from the community than an office in city hall where that same information will be greeted with suspicion.

The amount of educational materials we need - here we are spending tremendous amounts of money, but not enough, and our educational system is falling down. The Chicago Tribune is now running what I think surveys on the failure of education on the innercity. We are not spending enough money for those people who want an education and pursuing it on their own in public libraries. Here customers - it isn't theoretical. We know every dollar spent there is going to be used by people. I think it is our duty to present a program

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broad as it is, and it might cover a lot of money, but the total cost of this, compare it with what we ultimately have to spend every year, or the next ten years, and it makes it miniscule. It may be dreaming, but we must face it.

CHAIRMAN BURKHARDT: I think you are right, and our problem is how to get that notion across to the people who are going to make the decisions.

MR. NEWMAN: One of the reasons we have created the Urban Library Council, our constituants, our cities of 100,000 or more, this is a substantial part of the population, and it has within it some fairly sophisticated people who know something about the political process, and we may ultimately exert enough pressure on some of our representatives in the Congress to have them view a little more favorably a program such as this.

As a matter of fact, there was a mailing of this statement of Dr. Gaine's to a few Congressmen who agreed in theory and said but I don't think it is practical, and this caused us to get letters from the same people saying we want to review this again. We are thinking, we want to rethink it.

MR. CARLOS A. CUADRA: I think this is a marvelous statement, apart from the mechanics of the fiscal 1975 and ought to be widely seen.

This minimum information base, I hope you could say a little bit more about it, and I hope it will not be in terms

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of number of volume of things, because I think we are talking about service rather than entity.

MR. NEWMAN: Indeed we are.

MR. CUADRA: Expand on that.

MR. NEWMAN: We are talking about both services. I have suggested in Chicago and Illinois, and Mr. Trazza's former boss agrees with me, that some of the State and City departments abolish their public relation department and information services and give part of that budget to the public library and let us answer the questions and give the information to the public. We can do it more efficiently and with better results, and believe it or not, some of the cities are looking at this very favorably.

MR. DANIEL CASEY: May I check three things briefly? Mr. Newman, on this 100,000 or whatever would be granted, is this direct to a local library or through a local agency?

MR. NEWMAN: I am not concerned, as long as the result is there. I think that - I happen to come from a state where coming through a state agency has not introduced any problems at all. As a matter of fact, our state librarian was very cooperative with us and fought for money for us. I realize there are states that do have problems with their state setup. I hope they can all be corrected, and I am sure this Commission is addressing itself to it. I don't care how we get it, but my point is that do get it.

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MR. CASEY: There are certain standards or regulations by the Federal Government in order to get this money.

MR. NEWMAN: Of course.

MR. CASEY: You don't mind if there are requirements from the Federal Government?

MR. NEWMAN: There are certain things you must adhere to if you want money. You don't just get it.

MR. CASEY: You said a number of your board were with you. I know they are all distinguished trustees. I think Mr. Murrey is here, and maybe you could introduce them.

MR. NEWMAN: The author of this statement we are discussing, who is the Executive Director of the Urban Library, Mr. Erwin Gaines, Librarian of Minneapolis, is here. Mr. Gaines?

MR. ERVIN J. GAINES: Do you want to ask me a question?

MR. NEWMAN: No. Our Vice Chairman, Father Edward Murrey, Chairman of the Boston Public Library is here, and Mr. Edward Miller, of course, right here, Paxton Price, the St. Louis Public Library, and Bruce Smith, Chairman of the Board of Minneapolis Public Library.

I might add four of the members of our Board will be here before the day is over, or before the next two days.

MR. CASEY: This comes from a very distinguished group of ladies and gentlemen.

MR. NEWMAN: We organized because we found that when

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we attended these massive American Library Meetings and other meetings, there were so many things that happened, and your energies are so defused, those of us that have this urgent common problem of the urban libraries wanted to meet with a comparatively small group that spoke a common language of what we feel were the main problems, not minimizing other problems, and we started meeting, and our organization has grown, and more and more libraries are joining the Urban Library Council because we are not competitive. We are working with the American Library Association, and our cooperation with them is excellent, and Dan Casey and I started a raport between ALTA and our Council which worked out very affectively, but we do find when we meet with our comparatively small groups we can address ourselves to things like this.

CHAIRMAN BURKHARDT: One more?

MR. LESLIE W. DUNLAP: We heard from four or five witnesses today the public library is not viable; that the citizens don't think of it first, second, or even third, yet the story you told us about the fact that your branches survived in West Madison Avenue after the riots indicate this is quite otherwise; there was an affection for these libraries. I know your library fared very well under revenue sharing. What can we draw from that?

MR. NEWMAN: You are viable if you fight for it, and you don't lay back. We sold it. When I was asked to go on the

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Library Board, we asked the Mayor what his goals were, and he said a great public library, and I told him what ours were and the conditions under which we would serve, which was virtually complete freedom and support, and we have had it, because the agencies are on our side. Some of it is sheer showmanship, but others are just good public service. We see to it that the public knows what we are doing, and we try to be as exciting as possible, and we try to be not too intellectual, not be over their heads. One of the problems is too many people in our urban populations are intimidated by the world of a book. A book store or library is not a place in which they feel welcome. We have done our damndest to make them feel welcome, and I think we have.

CHAIRMAN BURKHARDT: I think that is a good statement, and I think you have an excellent cause, and I wish you well and don't want to give you the impression the remarks about fiscal 1975 or objectives are not something that we all ought to work toward.

I would like to conclude this meeting with the statement from Senator McGovern's testimony which he sent to us, because I think you subscribe to it, and we do have some people who understand what the problem is. He says "it is a time when all of us will be required to exercise the most careful possible judgement in selecting those programs which demand immediate investment of Federal dollars and those which may have to be

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delayed. Certainly we would make a grave error if we failed to recognize that the money that we spent on our libraries today is among the best investments we can make in strengthening our nation for the future."

Now, he has the idea, and we need more people like that on the Hill, and we will get that four hundred million, or whatever it is.

Thank you all.

(Whereupon, at 4:20 o'clock p.m., the above-entitled matter was adjourned.)

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REPORTER'S CERTIFICATE

This is to certify that I, Anita P. Carlock, Certified Shorthand Reporter, was present during the foregoing proceeding before the National Commission on Libraries and Information Science at the Denver Museum of Natural History, Education Room, Third Floor, September 18, 1974, held as herein appears, and that the foregoing 96 pages is a true and correct transcript of my stenotype notes thereof.

Anita P. Carlock

ANITA P. CARLOCK
Certified Shorthand Reporter

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REPORTER'S CERTIFICATE

This is to certify that I, Shirley A. Kercher, Shorthand Reporter, was present during the foregoing proceedings before the National Commission on Libraries and Information Science, at the Denver Museum of Natural History, Education Room, Third Floor, September 18, 1974, held as herein appears, and that the foregoing 160 pages is a true and correct transcript of my stenotype notes thereof.

Shirley A. Kercher
Shorthand Reporter

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